



Nova School of Business and Economics

Inclusive Community Forum

Peer2Peer Project

A Work Project presented as part of the requirements for the Award of a Master's Degree
in Management from the NOVA School of Business and Economics

Strategic Plan for the Peer2Peer Project

Mariana Forbes Costa | 3660

A project carried out on the Masters in Management Program,
under the supervision of Professor Miguel Alves Martins

May 23rd, 2018

I. ABSTRACT

This thesis consists of the development of a strategic plan for a project named Peer2Peer, which was designed by the Inclusive Community Forum, an initiative developed by the Leadership For Impact Center from Nova School of Business and Economics. The aim of the project is to prepare people with disabilities for the job market, while also creating awareness among university students regarding the importance of increasing the inclusion of people with disabilities in society. The following strategic plan has the purpose of providing suggestions for the actual implementation of the project so that the impact is assured and maximized, having into consideration ICF's resources as well as the results of the recently executed pilot, which had the purpose of identifying success factors and needed improvements.

Key Words: Strategic Plan, people with disabilities, Peer2Peer, job market, exclusion.

II. TABLE OF CONTENTS

I. ABSTRACT	2
II. TABLE OF CONTENTS	3
III. INTRODUCTION	4
A. Inclusive Community Forum.....	4
B. Peer2Peer	5
IV. LITERATURE REVIEW	7
A. Strategic Planning.....	7
B. Strategic Planning Process	7
V. METHODOLOGY	8
VI. ANALYSIS	9
A. Context	9
PEST Analysis.....	10
B. Project Fundamentals	13
Logic Model	13
Desired Impact.....	14
Value Proposition	14
Stakeholders Analysis	14
SWOT Analysis.....	15
C. Executed Pilot.....	17
Pilot's Results	18
VII. STRATEGY FORMULATION	20
Mission and Vision.....	20
Segmentation and Targeting	21
Positioning.....	22
Business Model	23
VIII. RECOMMENDATIONS FOR STRATEGY EXECUTION	23
IX. CONCLUSION	26
X. APPENDICES.....	27

III. INTRODUCTION

In 2011 there were approximately 1.9 million people with disabilities in Portugal (18% of the total population),¹ who according to Portugal *et al.* (2010) struggle with lower levels of education, lower employment rates, lower employment income and higher health expenditures than people without disabilities,² thus suffering from a higher risk of poverty and social exclusion.³ Roughly seven years have passed, and this discrepancy has remained unchanged, mainly as a result of society's indifference to it and of the current players' inefficiency in reaching a global solution. By realizing this, a patron identified the need for society to become more inclusive and attentive to the well-being of disabled people as crucial, leading to the creation of the Inclusive Community Forum (ICF), an idea laboratory part of a centre from Nova School of Business and Economics named Leadership For Impact.

A. Inclusive Community Forum

Thereby, ICF was created in 2017 aiming at promoting a more inclusive community for disabled people, through the identification of the problems hindering their inclusion and the subsequent contribution to viable solutions, involving different agents with a shared interest of leading change. In addition, its objectives include raising awareness, especially among the future leaders, developing scalable solutions and not repeating existent ones. Its main competitive advantage is to be part of a university, enabling access to its resources and partnerships and benefiting from the existent know-how. ICF has other key partners, namely companies interested in hiring people with disabilities, Human Resources companies and the municipality of Cascais (*Câmara Municipal de Cascais*).⁴

Every year ICF focuses on a different area of inclusion and the current focus is the **exclusion of people with disabilities from the job market**,⁵ which ICF already diagnosed under the Portuguese context, through the analysis of existing information and the execution of 26 interviews⁶ to the main players involved in the problem: social institutions;⁷ companies,⁸

¹ See appendix 1

² Portugal. S. Martins, B. Ramos, L. Hespanha, P. (2010) Estudo de Avaliação do Impacto dos Custos Financeiros e Sociais da Deficiência. Retrieved from [http://www.ces.uc.pt/myces/UserFiles/livros/1097_impactocustos%20\(2\).pdf](http://www.ces.uc.pt/myces/UserFiles/livros/1097_impactocustos%20(2).pdf).

³ See appendix 2

⁴ See appendix 5

⁵ See appendix 6

⁶ See appendix 7

⁷ See appendix 8

⁸ See appendix 9

either hiring disabled people or not; and disabled people,⁹ of whom only one was not searching for a job. These interviews led to crucial conclusions, namely the fact that social organizations lack coordination among them and are often trying to solve the same problem without benefiting from the distinct resources each has, in order to reach a solution on a larger scale. Additionally, although companies can identify benefits from hiring disabled people, they still have many doubts regarding it, especially where to allocate the candidates. The last conclusions include the main causes for the difficulty of finding a job, which in some cases are the protection exerted by parents, as well as the training obtained from institutions, the school route or educational opportunities and lastly, the fact that the majority of disabled people are afraid of being discriminated at work. All the gathered information enabled ICF to identify the main problems inhibiting the inclusion of disabled people in the job market, which are a lack of opportunity given and, in some cases, insufficient predisposition of people with disabilities to enter the job market;¹⁰ lack of awareness and, in some cases, fear of uncertainty in embracing the challenge; and the inexistence of a process that links the person willing to work and the company willing to employ.¹¹ Consequently, it enabled ICF to develop diverse initiatives as possible solutions to the identified causes of the exclusion of disabled people from the job market.¹² Two of these initiatives, the **Peer2Peer** (P2P) and the **HR4Inclusion** (HR4I), are being tested through the development of pilots, which will be interconnected and part of a logical process.¹³

B. Peer2Peer

The P2P is the first step of the problem-solving process, particularly aiming at increasing the preparation for the job market of young disabled, who intend to obtain a first job but lack motivation and confidence to do so, while also enhancing their practical skills, such as required behaviours in interviews for a development of a sense of better preparation and higher confidence to search for a job. Concurrently, it aims at having university students, who may be future colleagues of disabled people, in contact with their reality, to increase awareness to the need of having a more inclusive community. Hence, the project was

⁹ See appendix 10

¹⁰ See appendix 11

¹¹ See appendix 12

¹² See appendix 13

¹³ See appendix 14

designed with the intention of enabling the creation of a relationship between the students and the candidates, which is why each student will be paired with a disabled peer, who will jointly be part of a sequence of sessions composed by workshops and one on one meetings. Some of these sessions should contribute to the development of a Certificate of Capabilities (CC) for all peers, which consists of a document constituted by their capabilities that can be presented to companies in job applications, thus trying to overcome the difficulty of setting a proper match between job positions and applicants' abilities, a consequence of the inexistent hiring process that the HR4I is trying to overcome.¹⁴ The CC should be composed with the assistance of their pairs, through a process of mutual recognition of capabilities. Accordingly, as the students and young disabled are in similar stages of life (*i.e.* starting to look for a first long-term job), the P2P was designed with the purpose of causing simultaneous effects for both parties, metaphorically acting as a mirror. Moreover, the candidates, who are contacted through ICF's partnering institutions to be part of the P2P, should continue to follow ICF's process later, that is, they should also be part of the HR4I, which aims at establishing a correct match for a successful integration in companies. Increasing candidates' preparation for the job market would not be as impactful if they were not given an opportunity to apply the obtained skills. Also, as the P2P is the first step of ICF's process, it was the first project to be tested from March to May 2018 in Cascais, since it is an area with a considerable number of disabled people and with multiple ICF partners (social institutions and the municipality). The purpose of this pilot is for the project's success factors to be outlined so that it can be properly implemented in Cascais and scaled to other contexts. Considering everything mentioned above, the aim of this paper is the development of a **strategic plan for the P2P**, which is mostly based on the conclusions drawn by the conducted pilot. Additionally, although the ultimate goal is for the project to be scaled nationally, it is important to primarily assure the project is well developed in Cascais, being then the focus of the following strategic plan.¹⁵ Apart from the reasons explained before regarding the importance of the subject and the chronological structure of ICF's problem-solving approach, this paper's theme was chosen after a proposal of my thesis advisor, professor Miguel Alves Martins, which came as a consequence of my personal interest in the

¹⁴ See appendix 15

¹⁵ See appendix 16

creation of solutions to social problems. The consequent interest in this particular area emerged after developing a project that aimed at solving the exclusion of disabled people from the job market, for the Social Entrepreneurship course from the Masters in Management.

IV. LITERATURE REVIEW

Strategic planning is crucial for all organizations, as it involves analysing the environment and their resources, and then deciding how to apply them in order to generate the maximum possible value. Yet, its importance is even more evident as resources are scarcer, which is often the case of new-born or non-profit entities, as ICF and its projects are.

A. Strategic Planning

According to Wilsey *et al.* (2013), strategic planning is a “disciplined effort that produces fundamental decisions and actions (...), with a focus on the future”. These decisions and subsequent actions are taken having into consideration the context in which the project operates and the resources it owns. Thereafter, they shape the organization in terms of identity, its target, activities, and purpose.¹⁶ However, strategic planning is not only about making decisions but more importantly, it is about committing to those decisions (*i.e.* the priorities that were considered essential to the achievement of the organization’s mission). Along with this commitment, inevitably comes the alignment of stakeholders’ expectations, in which disagreements should be expressed and resolved so that it is ensured that all agents (clients, employees and the community) are putting their efforts towards the same goal.¹⁷ And even though strategic planning often consumes vital resources such as time and money, it increases the likelihood of attaining an impact and of reaching the established mission, which is the main objective for organizations who are not primarily focused in profiting.

B. Strategic Planning Process

Although there is not an officially established methodology for the process, most frameworks follow a similar logic circling around four pillars: **analysis**, **strategy formulation**, **strategy execution** and **evaluation**. The first stage consists of the comprehension of the external and internal context. The strategy formulation part is composed of the development of the strategic plan. Afterwards, the plan is executed, and operational decisions are taken. On the

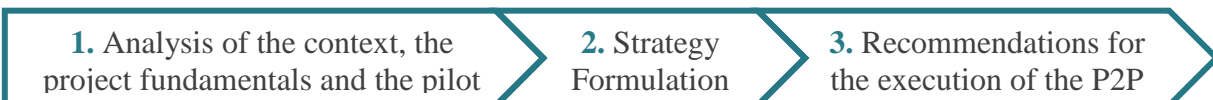
¹⁶ Balanced Scorecard Institute, Wilsey, D., Perry, G. S., Montgomery, D., Rohm, & Howard. (2013). *The Institute way: Simplify strategic planning and management with the balanced scorecard*.

¹⁷ Allison, M., & Kaye, J. (2015). *Strategic planning for nonprofit organizations: A practical guide and workbook*.

last step, performance is assessed, and project adaptations may arise.¹⁸

V. METHODOLOGY

Thus, this paper is structured according to the pillars of the framework proposed by Wilsey *et al.* (2013) for the development of a strategic plan, being composed of three main sections:¹⁹



The evaluation pillar will not be included in this paper, since it should only be conducted after the project's implementation, making it a potential following step of investigation.

1. Analysis

This part of the process is composed of an analysis of the project's **context**. More specifically, it entails a deconstruction of the problem starting with disability in general, moving to the exclusion of disabled people under the Portuguese job market, as well as the main roots that origin the P2P, namely the lack of opportunity and insufficient predisposition of disabled people to enter the job market, along with its causes. In addition, a complete understanding of the context requires the development of a PEST analysis, an external assessment, in which the Political, Economic, Social and Technological factors influencing the macro-environment are scrutinized.²⁰ This way, the market characteristics that may lead the P2P to succeed are outlined and all contextual information is systematized. The second step of the analysis involves apprehending the **project fundamentals**, namely the existent resources, projected activities and consequent outputs and outcomes, along with the desired impact and the value proposition. Thereafter, as the P2P is principally based on interactions among individuals, a stakeholders' analysis is conducted, in order to understand their roles in the project and the benefits created by their participation. Moreover, a SWOT analysis is developed, in which the P2P strengths, weaknesses, opportunities and threats are acknowledged, enabling an in-depth vision of what the P2P currently is, given its predefined features and resources, and what it might reach through a strategic use of its capabilities, and

¹⁸ Balanced Scorecard Institute, Wilsey, D., Perry, G. S., Montgomery, D., Rohm, & Howard. (2013). *The Institute way: Simplify strategic planning and management with the balanced scorecard*.

¹⁹ Appendix 17

²⁰ Gupta, A. (2013). *Environmental and pest analysis: An approach to external business environment*. Retrieved from <https://pdfs.semanticscholar.org/7fde/e2395679e8d930d3ebf601faa84313098af6.pdf>

subsequent interaction between them and the internal and external environment.²¹

The final stage of this section consists of an analysis of the **pilot**, in which its characteristics and results are scrutinized, for the formulation of a strategy in which impact is maximized.

2. Strategy Formulation

This section is constituted by the development of a mission and a vision statements, which should be coherent with ICF's values and goals. After determining the purpose of the project and its aspirations, the two crucial agents of the project (students and people with disabilities) are segmented so that the two most attractive subgroups are chosen for ICF to focus on. Therefore, after determining in which segments to focus, the way the P2P aims at being perceived by its targets is determined, as well as its business model.

3. Recommendations

After analysing the overall context and developing an appropriate strategy, recommendations regarding the execution of the suggested strategy are provided.

VI. ANALYSIS

A. Context

Once more, the problem that origins the P2P creation is the **exclusion from the job market** of people with a disability, whose classification has not always been the same. For instance, in Portugal in 2001 disability was based on impairments, whereas since 2011 it started to be based on difficulties in performing activities. This led to an increase in the observed number from 634 408 people in 2001,²² 10 282 of which were from Cascais,²³ to a total of 1.9 million in 2011.²⁴ Nevertheless, according to the World Health Organization, disability covers “impairments, activity limitations, and participation restrictions”.²⁵ Furthermore, the problem of excluding disabled people from the job market is reflected in the high unemployment rate for disabled people in Portugal, which is even more severe than the high national average rate, as in 2014 unemployment for disabled people was around 9% higher

²¹ Houben, G., Lenie, K., & Vanhoof, K. (n.d.). *A knowledge-based swot-analysis system as an instrument for strategic planning in small and medium sized enterprises*. Retrieved from http://intra.tesaf.unipd.it/pettenella/Corsi/ReaserchMethodology/Documents/SWOT_Analysis_Houben_et_al.pdf

²² See appendix 18

²³ Pordata - População residente com deficiência segundo os Censos: total e por tipo de deficiência (1960-2001). (n.d.). Retrieved from

[https://www.pordata.pt/Municipios/Popula%C3%A7%C3%A3o+residente+com+defici%C3%Aancia+segundo+os+Censos+total+e+por+tipo+de+defici%C3%Aancia+\(1960+2001\)-299](https://www.pordata.pt/Municipios/Popula%C3%A7%C3%A3o+residente+com+defici%C3%Aancia+segundo+os+Censos+total+e+por+tipo+de+defici%C3%Aancia+(1960+2001)-299)

²⁴ See appendix 1

²⁵ Disabilities. (n.d.). Retrieved from <http://www.who.int/topics/disabilities/en/>

than for non-disabled people.²⁶ Although, as described before, the P2P tackles mostly the causes of one of the main problems leading to this type of exclusion (*i.e.* **fear of discrimination**, **low self-confidence** and **motivation**, due to the difficulty of fully recognizing their capabilities), it ends up facing other problems, whose solution is beneficial for the other ICF initiatives.²⁷ More concretely, through the CC development, the P2P turns the **recognition of candidates' capabilities** easier for companies, assisting the HR4I in its matching objectives. Finally, a part of ICF mission is to raise **awareness to the importance of including disabled people**, which the P2P also addresses, through the insertion of students in the process, who are easily reached by ICF as it belongs to a university.

PEST Analysis

The **political** factors influencing the context include the inefficiency of the existent laws for companies to hire disabled people, in comparison to other countries, such as Germany where companies pay a fine if they do not comply with them²⁸ contrarily to Portugal, whose enforcing method does not exist.²⁹ According to the law, depending on their size, private companies should hire disabled people until they represent 2% of the workforce and public ones have to hire at least 5%.³⁰ Not setting a minimum limit allows private companies to not perceive the hiring as their responsibility.³¹ In 2017, disabled people represented less than 1% of the workforce of private companies and only 2.3% of public ones.³² Despite not ensuring the hiring, the Government provides financial incentives for companies to do it, including reductions in taxes and support for the workplace adaptation, for instance.³³

Regarding the **economic** factors, unemployment overall fell 18.8%, while it increased by 26.7% for disabled people, between 2011 and 2016. Still in that period, although the short-term unemployment for disabled people fell by 6.7%, the long-term one, which happens if a

²⁶ See appendix 20

²⁷ See appendix 21

²⁸ PathWays Project. (n.d.). *Report on the comparison of the available strategies for professional integration and reintegration of persons with chronic diseases and mental health issues*. Retrieved from https://www.pathways.eu/wp-content/uploads/country_report_de.pdf

²⁹ Ministério da Solidariedade e da Segurança Social - Gabinete de Estratégia e Planeamento. (2012). *O emprego das pessoas com deficiências ou incapacidade - uma abordagem pela igualdade de oportunidades*. Retrieved from http://www.cartasocial.pt/pdf/emprego_pdi.pdf

³⁰ Assembleia da República. (2004). *Lei n.º 38/2004 – artigo 28º*. Retrieved from <https://dre.pt/application/conteudo/480708>

³¹ Cabral, L. M. (2012, November 2). 14 mil deficientes inscritos nos centros de emprego. Retrieved from <https://www.dn.pt/portugal/interior/14-mil-deficientes-inscritos-nos-centros-de-emprego-2861882.html>

³² Observatório da Deficiência e Direitos Humanos. (2017). *Pessoas com deficiência em Portugal - Indicadores de direitos humanos 2017*. ISCSP.

³³ See appendix 22

person has been unemployed for 27 weeks or more, rose by 63.8%.³⁴ Not only does it translate into lower well-being for the unemployed and his family,³⁵ but it also indicates that the person will be less likely to find work as skills are perceived to deteriorate during that long period.³⁶ Despite the fact that there are multiple cumulative disability-related benefits³⁷ provided by the Government,³⁸ generally, they are insufficient to overcome the higher risk of poverty or social exclusion since they remain below the threshold of poverty (454€/month³⁹).⁴⁰ Furthermore, unemployment constitutes a problem for the Government, as the support provided has to be higher. More concretely, in 2008 the expenditure with unemployed disabled people amounted to approximately 650m€,⁴¹ while the social security expenditure with unemployment in total was around 1 567m€. ⁴²

As to the **social** context, disabled people tend to receive the lowest wages and to occupy the lowest professional ranks. In addition, when comparing age groups, the one which is doing worse is the 16 to 24 years old, as the employment rate is only 12%, while in the rest of Europe is 22.8%, which reflects the low educational qualifications of the young disabled in Portugal.⁴³ According to *Ministério da Solidariedade e da Segurança Social*, the main obstacle to a proper integration of disabled workers in companies is the difficulty of adapting to the job position, as often candidates do not have the needed interest or capabilities for the positions, which outlines the need of effectively recognizing candidates' capabilities.⁴⁴ Moreover, there is a growing concern with inclusion in Portugal, which is shown by the number of institutions that have been trying to tackle it,⁴⁵ for example, only in Lisbon, there

³⁴ Observatório da Deficiência e Direitos Humanos. (2017). *Pessoas com deficiência em Portugal - Indicadores de direitos humanos 2017*. ISCSP.

³⁵ Nichols, A., Mitchell, J., & Lindner, S. (2013). *Consequences of long-term unemployment*. Retrieved from <https://www.urban.org/sites/default/files/publication/23921/412887-Consequences-of-Long-Term-Unemployment.PDF>

³⁶ Silvia, J. E., & House, S. W. (2014). *Short- and long-term unemployment: A labor market divided*. Retrieved from https://www.realeclearmarkets.com/docs/2014/05/ShortLongTermUnemployment_05062014.pdf

³⁷ Deficiência. (n.d.). Retrieved from <http://www.seg-social.pt/deficiencia>

³⁸ See appendix 23

³⁹ Instituto Nacional de Estatística. (2017). *Income and Living Conditions*. Destaque.

⁴⁰ Campos Pinto, P., Kuznetsova, Y., & Neca, P. (2016). *European semester 2016/2017 country fiche on disability - Portugal*. University of Leeds, Human European Consultancy.

⁴¹ Academic Network of European Disability Experts (ANED)

⁴² Pordata - Despesa da segurança social: total e por tipo. (n.d.). Retrieved from <https://www.pordata.pt/Portugal/Despesa+da+Seguran%C3%A7a+Social+total+e+por+tipo-100-375>

⁴³ Campos Pinto, P., Kuznetsova, Y., & Neca, P. (2016). *European semester 2016/2017 country fiche on disability - Portugal*. University of Leeds, Human European Consultancy.

⁴⁴ See appendix 24

⁴⁵ Diretório - Listagem de entidades. (n.d.). Retrieved March 15, 2018, from <http://diretorio.sector3.pt/Directory>

are over 16.⁴⁶ However, although, generally these institutions are effective in terms of providing occupation for disabled people and support for their families, they usually operate in a niche, such as a type of disability or a geographical area, not providing a scalable and effective solution that generally fights exclusion of all disabled people. Besides, each institution is spending resources on a problem that many agents are similarly trying to solve, instead of sharing competencies to reach a wider or more effective solution. Besides, companies are getting more focused on CSR practices, due to an increased concern by consumers. According to Forbes, 83% of consumers worldwide think companies should support non-profits with donations.⁴⁷ More concretely, Portuguese consumers believe “firms must hold greater responsibility in the social development of society”, according to a study on Portuguese consumers’ perceptions of CSR.⁴⁸ Finally, there are non-financial benefits arising from inclusion, such as improvement of the company diversity, overall positive work environment and an example of reliability, loyalty and hard work set by disabled workers.⁴⁹

Technology-wise, recruitment processes are getting more technological, as applications and first steps are usually conducted through online platforms.⁵⁰ On the one hand it is beneficial since the process is smoother and prevents the candidates from facing transportation obstacles, especially for people with moving difficulties, on the other hand, it may be detrimental, as candidates might struggle to use those platforms independently and recruiters do not get to meet them personally, which ICF discovered to increase the effectiveness of hiring. Also, technological progress is allowing tasks to be performed that were previously impossible without someone else’s assistance, especially when it comes to the development of smartphone apps that are particularly helpful for people with a visual disability.⁵¹ However, these technologies may also create barriers for disabled people, especially in terms of digital

⁴⁶ See appendix 25

⁴⁷ Epstein-Reeves, J. (2010, December 15). Consumers overwhelmingly want CSR. Retrieved from <https://www.forbes.com/sites/csr/2010/12/15/new-study-consumers-demand-companies-implement-csr-programs/#ba389d365c7b>

⁴⁸ Beito, S. F. (2014). *Portuguese consumers’ perceptions of corporate social responsibility* (Master’s thesis, ISCTE-IUL, Lisbon, Portugal). Retrieved from <https://repositorio.iscte-iul.pt/bitstream/10071/8599/1/Thesis.pdf>

⁴⁹ Owen, J. (2012, May 12). The benefits of disability in the workplace. Retrieved from <https://www.forbes.com/sites/judyowen/2012/05/12/a-cost-benefit-analysis-of-disability-in-the-workplace/#1d68b8273501>

⁵⁰ Reilly, A. (2013, December 24). What is the impact of technology on recruitment? Retrieved from <https://blog.rpoassociation.org/blog/bid/330126/What-is-the-Impact-of-Technology-on-Recruitment>

⁵¹ Pequenino, K. (2017, October 24). Ver o mundo pela voz do telemóvel. Retrieved from <https://www.publico.pt/2017/10/24/tecnologia/noticia/smartphone-acessibilidade-cegos-1789898>

content and software and hardware interfaces.⁵² In addition, telecommuting, or remote work, is a new trend which is becoming more common as technology evolves. Although it comes with social and financial costs, in terms of decreased interaction among workers and increased expenses with office supplies, electricity, internet, and others for the worker, it provides an alternative for people who have moving difficulties.⁵³

B. Project Fundamentals

The P2P arises from the previously detailed context and as a consequence of the alignment of the young disabled insufficient predisposition to enter the job market and the lack of opportunity, with the other obstacles to the problem ICF wants to tackle.⁵⁴

Logic Model

Taking this into account, a set of activities, which require specific resources, were designed for outputs to be generated,⁵⁵ which will then produce outcomes, *i.e.* the changes triggered by the project.⁵⁶ Altogether, the following components should lead to the creation of impact.

Resources	<p>Essential: x candidates and x students to be paired up Nova SBE Career Services Staff to develop and lead the sessions One technician from each social organization to assist the candidates if needed One project Manager A room for the sessions Guidelines, for the project and for each session) CV and CC Templates to be filled by all peers</p> <p>Secondary: One person with a close relationship with a disabled person One psychologist to guide the students One Motivational speaker HR Consultants</p>
Main Activities	<p>The activities developed comprise a sequence of sessions.</p> <ol style="list-style-type: none"> 1. Kick-off Sessions (Students Kick-off and Candidates Kick-off) 2. Group Sessions, which include: <ul style="list-style-type: none"> • Presentation session - pairs should be formed • Workshops - technical competences are taught • Final presentation - all peers present their capabilities and goals to the group 3. One on One Sessions between each pair of peers 4. Mock Interviews conducted by Careers' Office staff or HR consultants

⁵² UMIC. (2003). *Programa nacional para a participação dos cidadãos com necessidades especiais na sociedade da informação*. Retrieved from <http://purl.pt/269/1/>

⁵³ Loubier, A. (2017, July 20). Benefits Of telecommuting for the future of work. Retrieved from <https://www.forbes.com/sites/andrealoubier/2017/07/20/benefits-of-telecommuting-for-the-future-of-work/#4476e70016c6>

⁵⁴ See appendix 12

⁵⁵ See appendix 26

⁵⁶ See appendix 27

Main Final Outputs	Outcomes
<ul style="list-style-type: none"> Identified capabilities, interests and ambitions Tips on how to "tell their own story" and on how to behave on interviews Feedback Final presentation of each candidate Sharing of experiences Getting to know a new reality Final Documents (CV with P2P template and CC) 	<p>Increased motivation; increased adaptation and adjustment to life project; increased self-awareness, self-confidence and motivation of candidates; creation of friendships; increased sense of belonging and inclusion; recognition of unexpected capabilities on themselves and their peers; reconsideration of new alternatives for the future; increased awareness for a more inclusive community; better preparation for the job market of all peers; decreased risk of bad integration, as well as increased success of match and integration.</p>

Desired Impact

Considering the proposed activities and consequent outputs and outcomes, it is clear that the project aims at creating impact, not only for the candidates who often lack predisposition to enter the job market, but also for the students who lack awareness of the issue, and ultimately for society. Thus, the desired impact, which comes as a result of the intended outcomes, is to have people with disabilities more prepared and with higher predisposition to fulfil their life project, as well as to have future leaders actively contributing to a more inclusive community.

Value Proposition

The P2P stands out for bringing an innovative approach to the problem, as it aims at preparing people with all kinds of disabilities for the job market as a whole while involving university staff, professors and students, who are agents who had not been seriously considered for the solution before. Considering this, the value proposition is “to increase predisposition of people with disabilities to work, through a program of mixing realities and preparation to the job market, lived along with university students”.

Stakeholders Analysis

So that the proposed activities can be developed, and the intended goals can be achieved, different agents are needed. These players will not only assist or facilitate the whole process, but they will also benefit from the project.⁵⁷ They include Nova SBE and its resources (students, staff, clubs and professors), who will either assist the development of the sessions

⁵⁷ See appendix 28

or will be part of the project as volunteers; the young disabled, who will be the project's main beneficiaries; the social institutions and their technicians, who will select and introduce the peers with disabilities; the municipality of Cascais, which provides key resources (rooms and contacts from institutions); the companies, who are interested in hiring disabled candidates after the project (*i.e.* in the HR4I step of the process); and ICF and its operational team to assure the execution of the project. The stakeholders, which should be kept satisfied and managed closely are the Nova SBE, the municipality of Cascais, followed by the HR companies and the Careers' Office, who both have a great power in terms of influencing the impact to be generated by the P2P. The ones that are interested in the P2P and, thus, should be kept informed are the social organizations along with its technicians.⁵⁸

SWOT Analysis

Strengths are the project's competitive advantages, and most of the P2P ones comprise its partnerships. A crucial one is with the Municipality of Cascais, which allows access to crucial resources: physical spaces for the project to take place and contacts from the social institutions from Cascais, with whom ICF established partnerships for the P2P. The institutions enable access to potential peers, as well as to technicians, who usually deal with disabled people and may provide significant insights. The partnerships with the HR companies are also important, as they prepare the peers for the interviews and after the project will do the match between candidates and the available job positions. Another strength is being part of Nova SBE, which provides know-how and resources for the project's development (e.g. staff, professors, students). Moreover, there are companies already interested in hiring the disabled peers, which increases the projects' attractiveness. Another strength is the opportunity for all peers to work on their self-knowledge, as well as being exposed to a different reality, which promotes their personal enrichment. Lastly, the P2P targets groups of people with diverse disabilities and provides a general preparation for the job market, instead of preparing people for a specific job type, as institutions normally do. Conversely, **weaknesses** are limitations which may hinder the success of a project,⁵⁹ thus should be carefully examined for the P2P to be able to defend itself against them. They

⁵⁸ See appendix 29

⁵⁹ Houben, G., Lenie, K., & Vanhoof, K. (n.d.). *A knowledge-based swot-analysis system as an instrument for strategic planning in small and medium sized enterprises*. Retrieved from http://intra.tesaf.unipd.it/pettenella/Corsi/ReaserchMethodology/Documents/SWOT_Analysis_Houben_et_al.pdf

include the inability of the P2P to be self-sustained, as disabled people, the main beneficiaries of the project, face a higher risk of poverty and charge them fees might prove to be demanding. The fact that the P2P is being tested for the first time leads to lower credibility and lower expertise on the approached subject, on how to segment potential peers, to captivate students to be part of the project and to manage expectations from stakeholders. Moreover, being the first agent to develop this kind of approach mostly related to the predisposition of the person, while involving future leaders, creates uncertainty regarding the exact resolution of the central inclusion problem. Finally, there is no infallible method to identify people's capabilities, as the P2P aims at, which may constitute an obstacle for the project's impact.

Regarding **opportunities**, they are situations that may allow the P2P to perform better.⁶⁰ These may consist of a still high unemployment rate and the need for a solution to the problem, the need of a project to create interaction amongst the current agents on the field, which have not yet been able to reach a scalable and effective solution. Another opportunity is the growing awareness of the problem by companies and society. Lastly, the matter should obtain Governors' attention as it implies reducing the expenditure with the unemployed disabled people.⁶¹ Likewise, it is a matter that concerns families and institutions, which increases the likelihood of supporting the project.

Threats are the conditions that often cannot be directly controlled by the organization, that may harm the project in its efforts to attain an impact.⁶² They include the possibility of a low level of commitment from the students towards their peers. It also might prove difficult to find the desired profile of disabled people, as their low self-confidence and motivation may overlap their will to obtain a first long-term job. Another threat is the possibility of inadequate feedback being spread, causing a wrong impression to other potential participants, as the pilot will not involve many people. Moreover, poorly managed expectations from the disabled participants may threaten the P2P impact, for instance, if one enrolls in the project with the certainty of obtaining a job afterwards, which is not its main purpose. Additionally, there is the possibility of the institutions preventing the individuals growing process, either by not encouraging the peers to practice the suggestions provided in the P2P or by sharing contrary

⁶⁰ Opportunity. (n.d.). In *Cambridge dictionary*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/opportunity>

⁶¹ Academic Network of European Disability Experts (ANED)

⁶² See appendix 30

opinions regarding the analysed subjects. Finally, the P2P relies mostly on partnerships for its operations, meaning that having them ceased may greatly influence its feasibility.

C. Executed Pilot

Taking into account the described fundamentals of the P2P, the two-month pilot was executed for ICF to understand whether the desired impact is achieved or not and what are the critical success factors leading to it.⁶³ It was composed of the ten following sessions, which took place in *Centro Cultural de Cascais*.⁶⁴

Sessions	Description
Kick-Off Meetings	For students: To understand their concerns, make them feel accompanied throughout the process and explain the pilot's structure For candidates with disabilities: To align candidates' expectations with the pilot's objectives, introduce the involved individuals and make them feel accompanied throughout the process.
Workshops	To provide technical content to the peers in order to better prepare them to seek and obtain a job. Included the development of a certificate of capabilities (CC), in which the characteristics and abilities of the peers are described; another one concerned tips on "How to behave in interviews?"; as well as the development of a CV with a template provided by ICF.
One on one sessions	To complete the tasks started in the group sessions and practice the provided competencies learnt in the workshops while having the aim of fostering the development of a relationship between each pair of peers. - Scheduled freely by each pair to happen in a place of their choice
Mock Interviews	HR consultants conducted interviews with all candidates, for the peers to practice what was learnt on the "How to behave in interviews?" workshop and obtain feedback from the consultants and their peers
Group Sessions	Presentation session and pair formation: It was the first session with all peers together, where the pairs were randomly formed and where each peer introduced themselves to the group and to their peers Final presentation: Each person had to prepare a presentation of themselves and their story, capabilities and goals and conduct it in front of the whole group.

It involved ten young people, aged between 19 and 35,⁶⁵ with various kinds of disabilities and looking for a first long-term job, or at least considering it, from the six partnering social organizations,⁶⁶ who were randomly allocated⁶⁷ to ten students from Nova⁶⁸ aged between

⁶³ See appendix 31

⁶⁴ See appendix 32

⁶⁵ See appendix 33

⁶⁶ See appendix 34

⁶⁷ See appendix 35

⁶⁸ See appendix 36

19 and 23 years old.⁶⁹ Almost all students had already been part of a volunteering project, either in Portugal or internationally. And while most of them had already had an experience with a person with disabilities,⁷⁰ the majority was not close to one before the P2P.⁷¹ The reason for being developed with young disabled is the fact that they are in a stage of life similar to the students, thus allowing them to more easily relate with each other and create stronger relationships. Additionally, one technician from each institution was also part of the pilot so that they could accompany the peers and provide insights regarding the candidates with disabilities. The HR companies with whom ICF has partnerships also decided to take part in the P2P, as they are part of the HR4I, making it important to include them sooner in the process, and they assisted the development and execution of the behaviour in interviews workshop, as well as the mock interviews session. The other sessions were developed by ICF's operational team, Nova SBE Careers Office' staff, who found the project very interesting and were immediately on board, and Professor Clara Costa Duarte, who helped with the students' concerns due to having experience with disabled people. Lastly, the pilot is going to be interconnected with the HR4I one.⁷²

Pilot's Results

Overall, the project brought very positive effects for all stakeholders. It was clear that for almost all participants the relationship built among peers was the most important outcome.⁷³ And for these relationships to develop, commonalities such as their age and life stage should exist. An example of this is the solid friendship created by one of the pairs, that upon getting to know each other, realized they had been frequenting the same places and concerts. It is also crucial to mention that the project provided a new perspective to almost all peers about their and other people's capabilities, limitations, goals and ultimately, about life.

As to the **involved parties**, firstly, it was clear that all students who became peers were naturally altruistic and experienced in volunteering. Therefore, they are people who were already most likely to welcome disabled people in their teams, leaving a doubt if the project may draw the attention of people who actually need to become more inclusive. Despite this,

⁶⁹ See appendix 37

⁷⁰ See appendix 38

⁷¹ See appendix 39

⁷² See appendix 40

⁷³ See appendix 41

most of them obtained a new perspective regarding the capabilities and limitations of disabled people and the importance of including them became more vivid in their minds. As stated before, Nova staff from the Careers Office was immediately on board and there were more people wanting to be involved than the initially established as essential, which is something that might not happen in other contexts or universities. Concerning the disabled peers, there might have been a slight mismatch between the actually involved peers and the initially desired target, who were candidates who intend to obtain a first job but lack motivation and confidence to do so. This is justified by the fact most of them already did internships or had part-time jobs, thus, already having work experience, as well as the fact that there were peers who were not considering a long-term job yet, as they were still doing internships or courses, not thinking too seriously about their career. Another proof is the fact that there was a peer who was already prepared to face the job market in terms of having a clear CV, knowing how to behave in interviews and being certain of his goals. Nonetheless, most candidates did struggle in finding a long-term job, as they had been constantly shifting from job positions and had never obtained the opportunity to stay in a company for a long time, generally due to only being able to find internships instead of long-term jobs as they would like to, due to a mismatch between their interest and the tasks developed or due to a poor integration process. When facing the question **“what did the P2P bring me?”** on their final presentations, all disabled candidates stated that the most significant output was getting to know their peers and the whole group. Secondly, a significant benefit was improving their self-knowledge. Besides, the mock interview was considered a remarkable benefit of the P2P, as it was conducted under a relaxed environment and provided them clear feedback both from the interviewer and their peers. Some also stated that having a clearer and more appealing CV was valuable. And there was a peer who added that the P2P meant overcoming challenges, namely making a presentation to a group and relating with others.⁷⁴ For the students, the most outlined output was also the relationships built, especially with their peers. Another common benefit was the opportunity to look at themselves in order to discover their capabilities through a complete vision of their story and challenges lived. Consequently, a sense of better preparation to face the job market was formed. For some, it was also a chance to think deeper

⁷⁴ See appendix 42

about their careers, while also re-establishing objectives.⁷⁵ Regarding the **tasks developed**, as the pilot included various people with different capabilities and limitations, therefore with different levels of processing the exposed content and of executing the tasks, there were distinct experiences throughout the development of the proposed activities. An example of this is that the identification of capabilities was extremely easy to perform for one of the candidates, who had a full cognitive capacity, which leads to the deduction that it might be positive to have diverse levels and corresponding tasks in the P2P. However, this peer was one of the candidates with disabilities who expressed more appreciation for the step of the project consisting of the recognition of capabilities. As to the **development of the CC**, a struggle felt by students was the identification of their peers' capabilities, since there was not enough time to know them extremely well and the suggested method for identification was not rigorous, causing an insecurity regarding the final output accurateness.⁷⁶ Moreover, most disabled peers were not able to invert roles with their pairs and make questions about them and their stories, making the "mirror" objective quite hard to reach. The one on one sessions were consensually very important to deepen the relationship and to a better mutual recognition of capabilities, which was vital not only for an increase in self-knowledge and confidence but for the development of a new perspective of those capabilities, as claimed by one student "By identifying such simple capabilities in our peers, we (students) begin to value them in ourselves too".⁷⁷ And finally, the task of goal setting was very beneficial, as it made all peers think seriously about who they want to be.

VII. STRATEGY FORMULATION

After the analysis of the context, of the project preestablished characteristics and the executed pilot, it is possible to develop the appropriate strategy, given the existing resources.

Mission and Vision

The project's mission and vision statements are crucial parts of the strategy formulation. The mission determines the project's purpose,⁷⁸ that is, what it wants to accomplish with its existence, whereas the vision focuses on the future, determining the organization's

⁷⁵ See appendix 43

⁷⁶ See appendix 44

⁷⁷ See appendix 45

⁷⁸ The roles of mission, vision, and values. (2015, October 27). Retrieved from <http://open.lib.umn.edu/principlesmanagement/chapter/4-3-the-roles-of-mission-vision-and-values/>

aspirations. In a clearer way, the vision is what the project wants to become based on the purpose, which was determined by its mission.⁷⁹ Therefore, the project's mission is to foster the integration of people with disabilities in society through a path followed along with university students, in which both explore their capabilities, increasing people with disabilities' confidence to seek and obtain a job and future leaders' predisposition to accept them. And the vision of the P2P is to become an effective and sustainable project, which contributes to a more inclusive society, successfully scaled at a national level. This vision is aligned with one of ICF's objectives, which is to create scalable solutions.

Segmentation and Targeting

Segmentation consists of a division of the potentially interested parties on the project into distinct groups of people who share similar characteristics, including behavioural, geographic, demographic or psychographic ones.⁸⁰ The most crucial parties of the project, which should be segmented independently, are the university students (the volunteers) and the disabled people (the main beneficiaries). Plus, targeting consists of the selection of one or more segments, after analysing their attractiveness,⁸¹ which in this case is determined by the ones who are most likely to allow or benefit from the creation of the highest possible impact.

In the larger group of Portuguese **disabled people**, there are two identified segments: the ones from social institutions in Cascais and the ones from the rest of Portugal, but as the P2P aims at initially being successfully implemented in Cascais, it should focus only on the ones from there. This group can also be divided into the employed and the unemployed, which include people who are able to work and others who are not. As ICF's aim is to foster inclusion in the job market, the ones who are able to work should be chosen. Within this segment, the age group of interest is the one between 18 and 35, which is explained by the life stage similarity with the volunteers. Then, there are people who are not considering a long-term job and others who are. The latter are the ones who may take the greatest advantage of the project as they are already reflecting on their career. And in this subgroup, there are

⁷⁹ How to develop a mission statement for a project. (2011, July 30). Retrieved from <http://smallbusiness.chron.com/develop-mission-statement-project-16017.html>

⁸⁰ Market segmentation - Definition, basis, types & examples. (2018, February 19). Retrieved from <https://www.feedough.com/market-segmentation-definition-basis-types-examples/>

⁸¹ Hanlon, A. (2018, March 5). The segmentation, targeting and positioning model. Retrieved from <https://www.smartinsights.com/digital-marketing-strategy/customer-segmentation-targeting/segmentation-targeting-and-positioning/>

people who are motivated, confident and prepared to search for a job and others who lack any of these three characteristics, thus, needing to be part of the project, as it will enable their development. In this last segment, there is a significant consideration for the development of the project and its tasks, which is people's cognitive capacity.⁸² As to the **students**, they should be Portuguese speakers to be able to communicate with their peers, and on a first phase of the project, they should study in Nova SBE, which is where the project will be implemented first. From the Nova students, there are some who are not open to volunteering and there are others who are. From those who would like to volunteer, which are obviously the ones of interest for the P2P, there are students who want to repeat experiences they already had, and others who would like to get out of their comfort zone. Within the latter group, there are some people who are able and want to commit for at least two months, which is the segment ICF should focus on, to assure students will attend all sessions and not quit the project halfway.⁸³ From the conducted segmentation, the two targets are:

Portuguese speaking students from Nova SBE, who are open to volunteering and willing to be challenged and to make a 2-month commitment with a project.

Portuguese people with disabilities from Cascais aged between 18 to 35, who are unemployed, but able to work and looking for a long-term job, but lacking motivation, confidence or preparation to do so.

Positioning

According to The Economic Times, positioning should be the definition of where the project “stands in relation to others offering similar products and services in the marketplace as well as the mind of the consumer”.⁸⁴ In addition, Philip Kotler argues that it can be defined through the following structure: “The (brand), offers (point of difference or benefit) for (target audience) in (frame of reference) because (reason to believe)”.⁸⁵ Having considered this, for **students**: *The Peer2Peer is a challenging project that allows university students to discover new capabilities about themselves and to get in touch with a different reality while contributing to a more inclusive community.* Through this positioning, the P2P is proposing itself to attain the desired objective of raising awareness about the need of including people

⁸² See appendix 46

⁸³ See appendix 47

⁸⁴ The Economic Times. (n.d.). What is positioning? Retrieved from <https://economictimes.indiatimes.com/definition/positioning>

⁸⁵ Kotler, Philip. (2006). *Marketing management*. Upper Saddle River, NJ: Pearson Prentice Hall.

with disabilities in society, especially among the future leaders, while also creating benefits for them. For **people with disabilities**: *The Peer2Peer is a challenging project that allows young disabled people to discover new capabilities about themselves and to get in touch with a different reality while increasing their motivation and preparation to face the job market.* This new reality is the one from non-disabled students, who also have limitations, difficulties and insecurities that the young disabled will be able to know throughout the building of the relationship among peers. This kind of involvement is a point of difference from the majority of the existent solutions, who do not perceive the engagement of students as a priority.

Business Model

When it comes to the P2P business model, it relies mostly on the established partnerships, which provide access to the required resources for the development of the project, since there are no revenue streams due to the fact that the main beneficiaries are the unemployed people with disabilities, who are proved to face a higher risk of poverty, therefore being less willing to spend their financial resources. As to the human resources used, they should be volunteers, who get involved if they see the value of the project and what their presence might add to it, as the P2P does not have a way of remunerating them and as they also benefit from joining the project. The key activities to be developed depend entirely on the success of the attraction of volunteers (students) to be peers and of people to conduct the group sessions, as well as by the resources provided by the partners, such as a room for the sessions, the activities instructions and templates. However, the most vital component of the business model is a good relationship with the social institutions, who provide access to the contacts of the young disabled, whose presence in the project constitutes the main reason for its existence.⁸⁶

VIII. RECOMMENDATIONS FOR STRATEGY EXECUTION

As seen before, a strategic plan increases the likelihood of reaching the desired outcomes and consequently, of attaining an impact, as the P2P intends. Given this, three main recommendations are provided for the execution of the planned strategy: regarding the students, the disabled candidates, and the project as a whole.

Firstly, to increase the number of interested **volunteers**, ICF should develop an effective communication plan, which could include short videos with testimonials of previous

⁸⁶ See appendix 48

participants stating what the project meant to them spread through the existent Facebook groups, the university website or e-mail, whose addresses could be requested to the students' offices. Besides, most clubs and projects obtain their members by setting an information station at the university, while also spreading posters with all details. The only requisite to pick the volunteers should be their availability to make a commitment to the entire project so that it does not create a negative impact on their peers. In order to assure this commitment, expectations should constantly be managed and the sense of belonging to a group must be prioritized, through regular feedback sessions with the students during the project, to assure their emotions are monitored, and through social gatherings (e.g. dinners, game nights). In addition, a Facebook and Instagram page could be created. This way anyone could find information about the project and see pictures of each session, while also showing proof of the project's success and of its supporters, which could be important for scaling. Furthermore, the P2P includes the development of a CV with a template provided by ICF, which is the same that Nova students have to complete. Therefore, taking part on the P2P could be an optional complementary path for the completion of the mandatory Mastering Your Career (MYC) module for the Masters, as a way of reaching more students and increasing their openness to volunteering in the project. The major pilot outcomes identified by the students were a reconsideration of their future and an increased knowledge about their capabilities based on their story. Thus, the P2P could be a way of helping students discover who they are and their desired career, similarly to the Careers Office objectives for the MYC.

As to the **candidates with disabilities**, it is crucial to clearly define the P2P target and to conduct a rigorous selection process so that the maximum impact is assured and mismatches between the target and the chosen peers are avoided. A way of assuring it is by setting a list of questions with the required characteristics the technicians should ask.⁸⁷ Another consideration regarding the peers with disabilities is the reciprocity ("mirror") of the relation established with the students, which was identified as being a positive element but might be challenging for the disabled peers. To overcome this challenge, at the beginning of the P2P, it could be emphasized that the candidates' help is crucial for students to reach the objectives set for their participation in the P2P, namely to discover new capabilities about themselves.

⁸⁷ See appendix 49

This way, candidates will more likely understand that they should also focus on their peers. However, to overcome the struggle felt by some peers in asking personal questions to other people, tips on how to do it may be provided. Finally, a better communication of the project to interested candidates should be assured, as most peers who were part of the pilot did not know exactly what the P2P was. An example of an improvement for this communication is to spread posters with all crucial information (including the links for the social media platforms) in the organizations, where the candidates usually go, as well as sending the previously mentioned videos to the technicians, which can be shown to interested candidates. Lastly, in terms of the **project** and its structure, it is recommended that it keeps its weekly frequency, but it should last for a longer period of time, for a better mutual recognition of capabilities and for the established relationships to become deeper, as well as to allow the opportunity of having testimonials of successful workers with disabilities who also struggled to enter the job market, as it was requested by the disabled candidates in their feedback session.⁸⁸ As to the number of peers in each edition, it should be maintained as it was identified as the reasonable number for the group to become more solid. In terms of the pair formation, it should be kept random, as being part of the P2P also means being surprised, even with one's characteristics, therefore, there should be space for each person to discover the other without being rationally assigned to each other, similarly to what happens in real life relationships. Moreover, not only to help monitoring the peers' feelings throughout the project, but also to foster a spirit of sharing, at the end of each session each peer should choose an emoji that represents his/her feelings towards that session, through an online platform, which is then shared with the other students or candidates, respectively. If the peers want to provide an explanation for their emoji, they can add a comment to it. This way, all emotions will be supervised, eventual problems may be detected and solved immediately, and all peers will be more attentive to others' feelings. When it comes to scaling, due to the low complexity of the project and the fact that it does not imply the exchange of financial resources, in the long run, the P2P can be scaled throughout Portugal, once the content and guidelines are established in detail. There are over 100 universities spread through Portugal, who also have staff, professors, students and rooms, which may enable the project

⁸⁸ See appendix 50

implementation. However, there are obstacles that may inhibit the project's development, one of them is finding the staff at the universities who are interested in being part of the project and who can implement it with the provided guidelines. This impediment may be solved by firstly approaching university workers who are close to people with disabilities, making them more sensitive to the topic and more prone to be aboard. Additionally, universities may find it difficult to reach social institutions close to those universities who are willing to be part of the project and to communicate it to their beneficiaries. Nonetheless, the project addresses a problem that affects all social institutions that work for a higher independence and quality of life of disabled people. Moreover, it is a matter that should concern the municipalities, who have easy access to contacts of the social institutions or to rooms where the project's sessions may take place, facilitating its implementation. Once again, it is important to keep a record of positive feedback from previous editions to help people realize the project's value and to increase their interest in becoming part of it. Finally, the impact should always be measured as an improper execution of the project may cause higher disadvantages than the eventual benefits, such as not having committed volunteers, which may even decrease the candidates' self-confidence.

IX. CONCLUSION

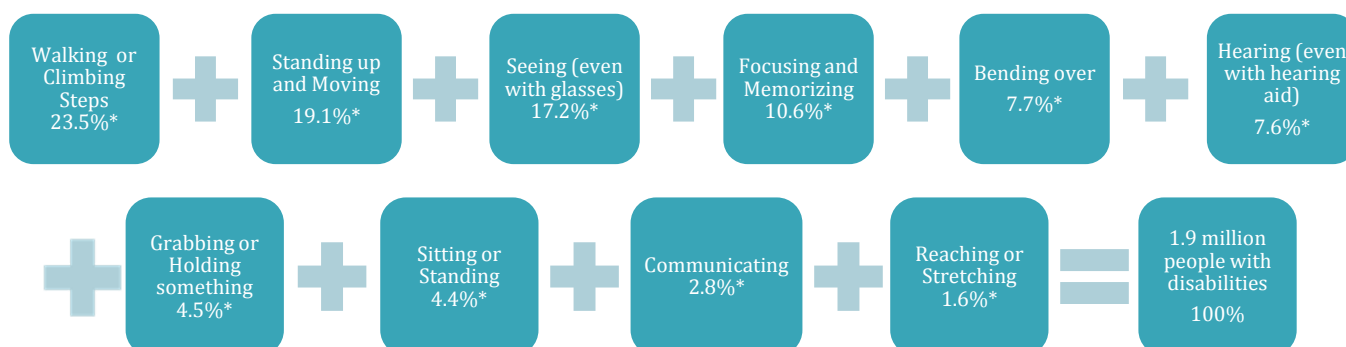
In conclusion, this paper's objective of leveraging ICF's resources, especially its partnerships, through the development of a strategic plan for the Peer2Peer has been reached.

However, it is essential to consider that the Peer2Peer is a project composed by human beings, who are not machines and thus can fail, become sick, be stuck in traffic and so on, which increases the variability of the project's execution, as well as its risk. Even if all success factors are determined and established, the project will be different in every edition, as it will be composed of different people, with different capabilities and limitations. This, on the other hand, could be fairly perceived as an enrichment of it, as more than the established criteria, it is the people who compose it that give the project a meaning.

Nonetheless, even with this associated risk there are three things that must not vary regardless of the context, which are the fact that all peers are challenged throughout the project, the fact that they obtain a different perspective either about life, other people or even themselves, and lastly the fact that students realize that disabled people have the same right of feeling included in society as them, which ultimately is the most important component of the desired impact.

X. APPENDICES

Appendix 1: % of People with disabilities according to Census 2011 segmented by Difficulty

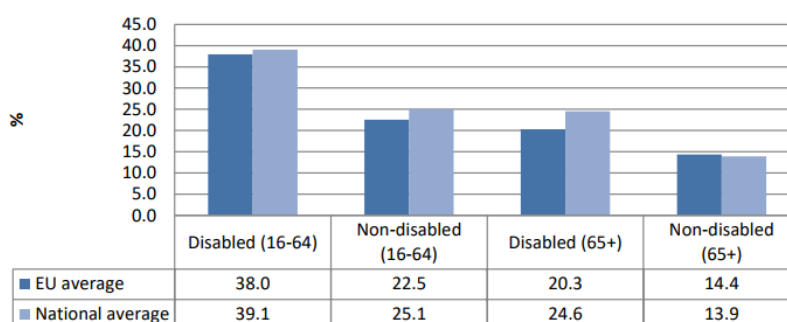


*Approximate % based on total number of Portuguese people with disabilities

Source: Saúde e Incapacidades em Portugal, 2011. INE

Appendix 2: Overall Risk of Poverty or Exclusion by Disability and Age (Aged 16+)

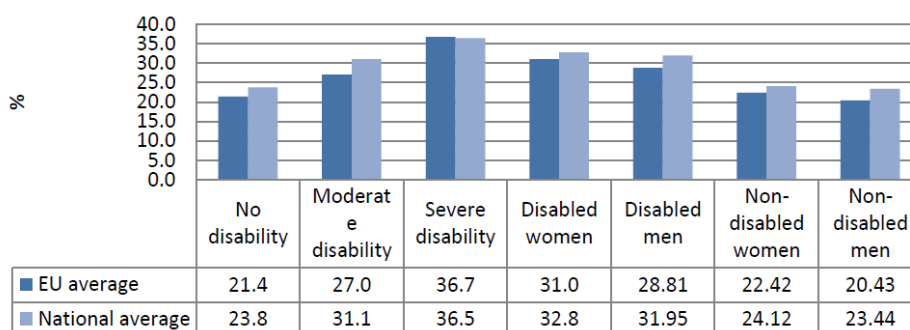
Table 25 from European Semester 2016/2017 country fiche on disability – Portugal.



Source: EUSILC UDB 2014 – version 2 of August 2016

Appendix 3: People living in household poverty and exclusion by disability and gender (aged 16+)

Table 24 from European Semester 2016/2017 country fiche on disability – Portugal.



Source: World Health Organization – World Report on Disability

Appendix 4: ICF Structure



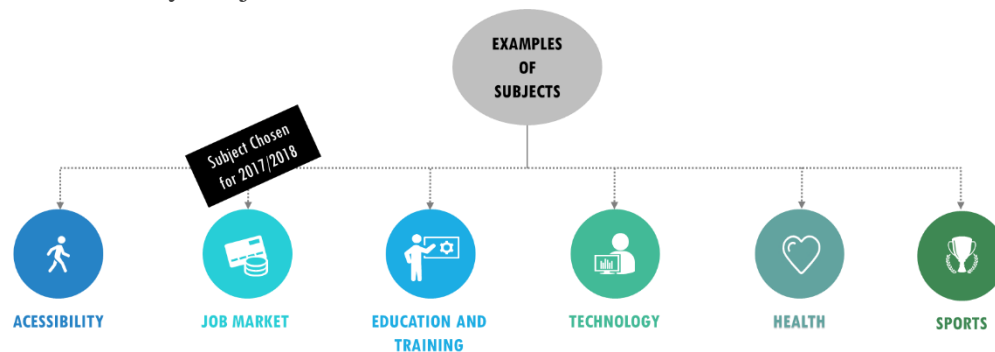
Source: ICF (February 2018)

Appendix 5: ICF's Partners for the Pilots – Institutions and Companies



Source: ICF (February 2018)

Appendix 6: Yearly Subjects in which ICF will focus



Source: ICF Presentation – February 2018

Appendix 7: People Interviewed by ICF Sorted by Organization

Employer	10
Águas de Portugal	1
Brisa	1
Deloitte	3
Jerónimo Martins	1
Santander	1
Santini	1
VdA	2
Person with disabilities	5
APSA	2
Associação Salvador	1
Fundação para a Ciência e a Tecnologia	1
VdA	1
Social Organization	10
ACAPO	1
APSA	2
Associação Salvador	1
CERCICA	1
Crinabel	2
Fundação LIGA	1
Novamente	1
OED	1
Grand Total	25*

* Excluding one person who was focused in Special Education, which is not the basis of the analysis

Source: ICF

Appendix 8: Information Gathered by ICF from the Interviews to Social Organizations

Social Organizations	ACAPO APSA / Associação Salvador CERCICA Crinabel Fundação LIGA Novamente / OED
Why were they interviewed?	They already have a lot of expertise from the constant challenge of including people with disabilities in society, and more concretely in the job market.
General Conclusions	→ There is the need of sharing success stories and best practices → The problem of existent solutions for the employment of people with disabilities is mainly scaling

	<ul style="list-style-type: none"> → Some institutions see themselves as the definitive solution, and as an end, instead of simply being a means to higher employability → Some institutions struggle in specific aspects, while for others those aspects have been overcome quite easily (E.g. OED has difficulties in reaching big corporations, while APSA is able to reach them effectively)
--	--

Source: ICF Interviews

Appendix 9: Information Gathered by ICF from the Interviews to Hiring Companies

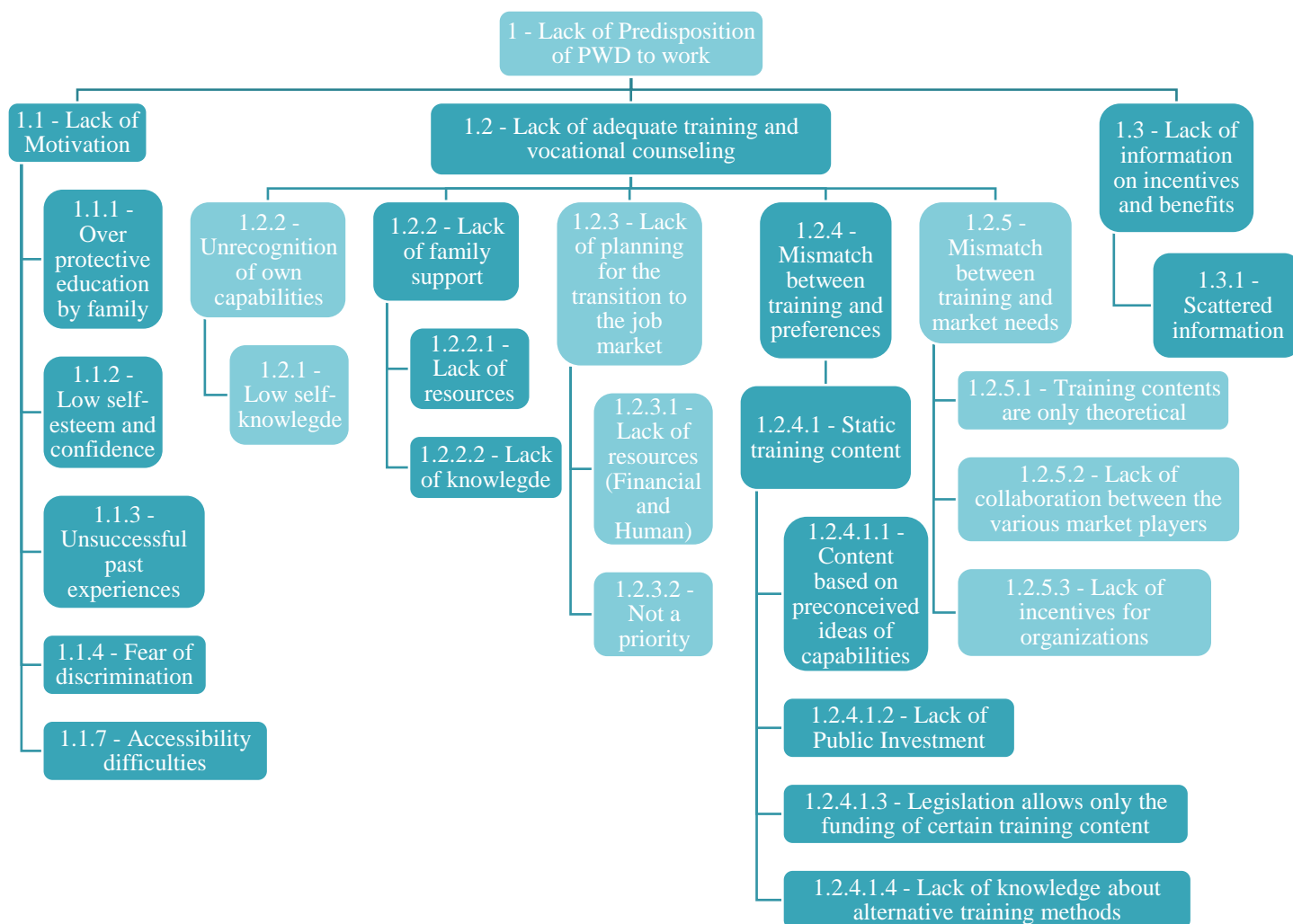
Hiring Companies	Brisa Deloitte Santini Santander Vieira de Almeida & Associados Águas de Portugal Jerónimo Martins
Why were they interviewed?	For a better understanding of employers' concerns, expectations and motivations in terms of hiring people with disabilities
General Conclusions	<ul style="list-style-type: none"> → It is significant to become acquainted with successful integration processes and to realize the mutual benefits it may bring. → A difficulty felt by companies on this subject is to consider concrete positions to allocate people with disabilities to. → When considering to higher people with disabilities, the need for an intermediary to establish the best possible match between the positions and candidates' capabilities is evident. → The hiring process is made easier if there is a personal contact with the person. → In spite of the increasing development of employability programs by social organizations, companies claim that the usual process of recruiting people with disabilities is still not entirely clear, and most of the times the hiring only happens due to personal contacts in the companies. → After hiring a person with disabilities, companies often struggle to decide whether to communicate it to the rest of the employers or not. → Despite being difficult to manage the motivation and resilience of employees with disabilities, when the integration process is successful, positive externalities can be noticed on the teams. <p>(One of these positive externalities is the fact that by realizing the multiple difficulties people with disabilities face every day, the other employees start to overvalue the good things they have and undervalue the small adversities they face, such as the morning traffic.)</p>

Source: ICF Interviews

Appendix 10: Information Gathered by ICF from the Interviews to People with Disabilities

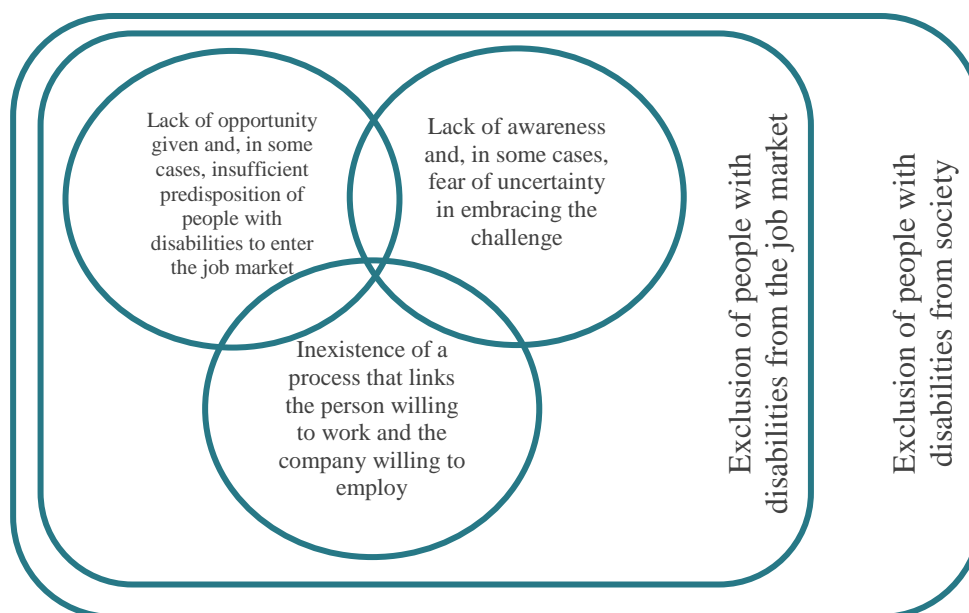
Why were they interviewed?	They are the most affected agents by the problem under analysis.
General Conclusions	<p>→ It is important to get to know successful stories.</p> <p>→ As for any other person, working is equivalent to acquiring a salary, a life project and an occupation.</p> <p>→ There is a general fear of being discriminated due to the likelihood of other people not acknowledging their capabilities.</p> <p>→ The family context directly influences the predisposition of people to work.</p> <p>→ The major identified causes for the difficulty to find a job were:</p> <ul style="list-style-type: none"> • The education provided by the parents and the degree of protection exerted by them • The kind of training obtained from institutions • The school route and the educational opportunities. <p>→ The education and level of protection by the parents was discovered to be able to influence the resilience and capacity of adaptation, or even the self-confidence and consciousness regarding one's capabilities, which all tend to be lower as protection increases.</p> <p>→ The training provided by institutions is commonly not personalized according to the person's interests and capabilities, as usually, they comprehend a small array of activities to be performed, which is the case of CERCICA that focuses a lot on gardening, for instance.</p>

Source: ICF Interviews

Appendix 11: Problem Tree – Lack of Predisposition to Work

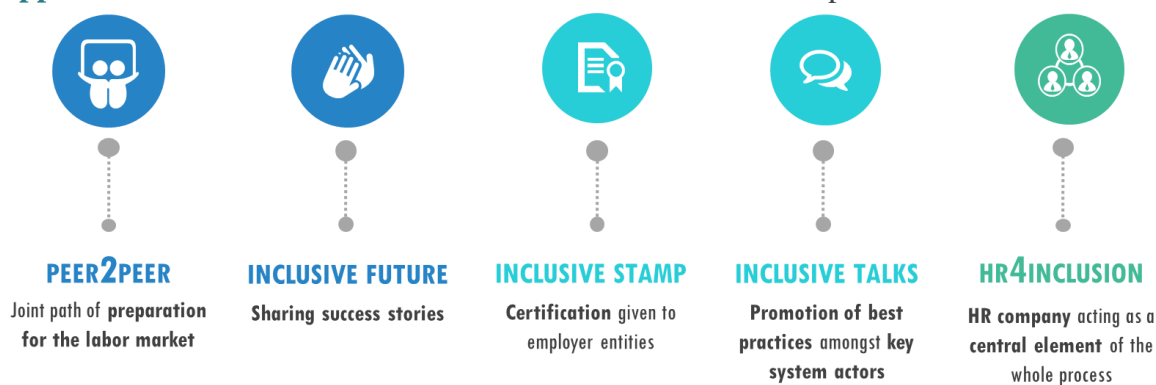
Source: ICF

Appendix 12: Problems Tackled by ICF



Source: Developed by the author of the thesis

Appendix 13: ICF's Initiatives for the Inclusion of Disabled People in the Job Market



Source: ICF Presentation (May 2018)

Appendix 14: ICF's Projects to be Piloted

Projects	Objectives	Desired Impact	Differentiation Factors
Peer2Peer A project for sharing experiences and working together – consisting of workshops and 1 on 1 sessions – between	→ Having people with disabilities better prepared to be hired, not only in terms of self-consideration but also in terms of	→ Increased preparation of people with disabilities to enter the labour market;	→ A project that involves Universities, as an essential means to train new leaders;

<p><i>Nova SBE</i> students and people with disabilities that intend to enter the labour market, but who lack some initiative and confidence or the opportunity to take this step.</p>	<p>practical skills, such as expected behaviours in interviews</p> <p>→ Having future leaders in contact with the reality of pwd, so that they contribute to a more inclusive community.</p>	<p>→ Paradigm shift – prepare younger generations, the “leaders of tomorrow”, for a more inclusive community.</p>	<p>→ Engagement of the whole University Community - Faculty, Staff e Students;</p> <p>→ The possibility of scaling.</p>
<p>HR4Inclusion An initiative that intends to develop partnerships with Human Resources (HR) companies as central actors that ensure a better integration of people with disabilities in companies.</p>	<p>→ Fulfilment of the companies’ necessities, having the required jobs filled by people who are able to perform them</p> <p>→ Increasing employability for people with disabilities</p> <p>→ Allocation of people to positions they have interest and capabilities to perform, therefore feeling more included in the job market.</p>	<p>→ Companies satisfy their needs by having the requested functions fulfilled;</p> <p>→ The person with disabilities performs a function for which has the skills and interest;</p> <p>→ The increase of employment of people with disabilities.</p>	<p>→ Building on the know-how of HR companies, which take a central role in following the process of employment of the person with disabilities, from the beginning to the end - since preparation, to placement and integration in the company;</p> <p>→ The centralization of the process allows a bigger scale.</p>

Source: ICF Presentation (May 2018)

Appendix 15: Certificate of Capabilities

CERTIFICADO DE CAPACIDADES

Nome:

E-mail:

Contacto Telefónico:

CAPACIDADES



COMPORTAMENTAIS	EXPERIÊNCIAS

TÉCNICAS	EXPERIÊNCIAS

INTERESSES/GOSTOS



METAS/OBJECTIVOS

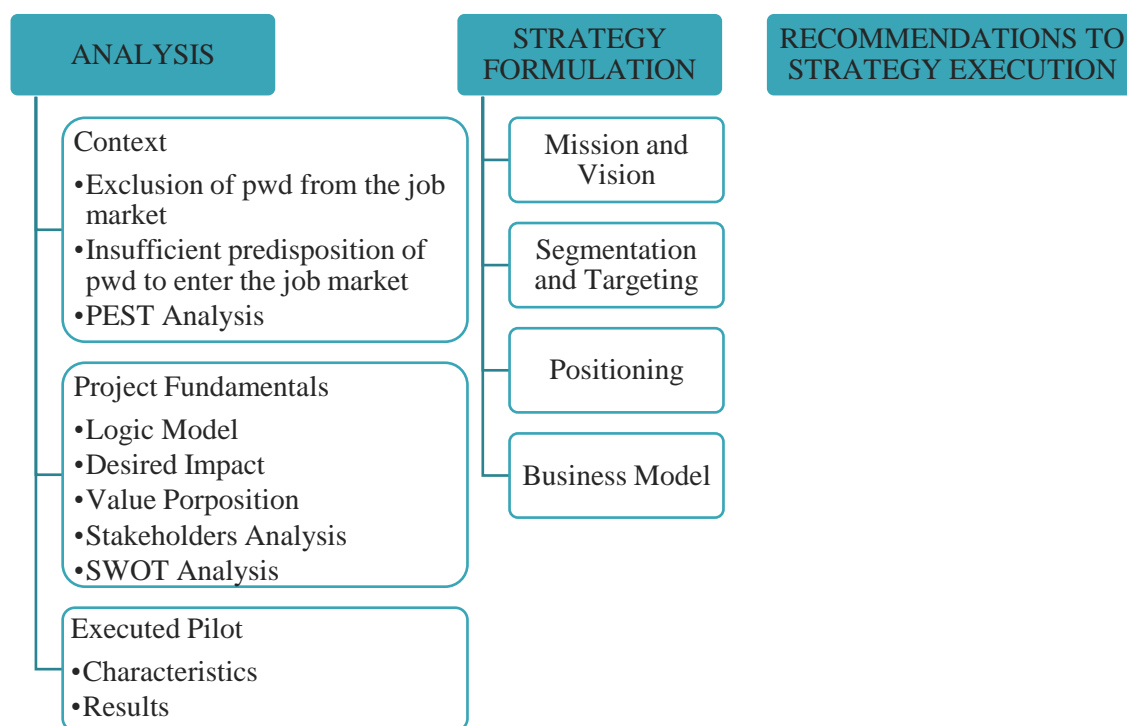


Appendix 16: Problem-solving Process



Source: Developed by the author of the thesis

Appendix 17: Methodology for the Strategic Plan



Source: Developed by the author of the thesis

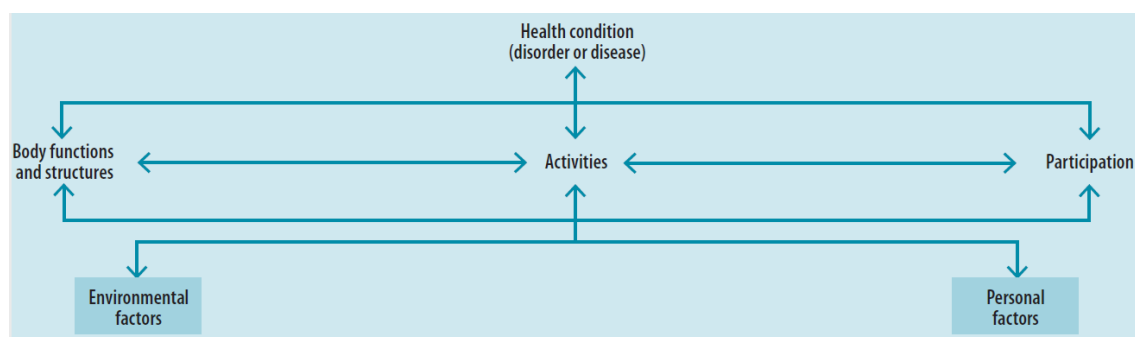
Appendix 18: % of People with disabilities according to Census 2001



*% based on total number of Portuguese people

Source: http://www.novamente.pt/wp-content/uploads/estatisticas/novamente_estatisticas_Censos2001_populacao_deficiencia.pdf

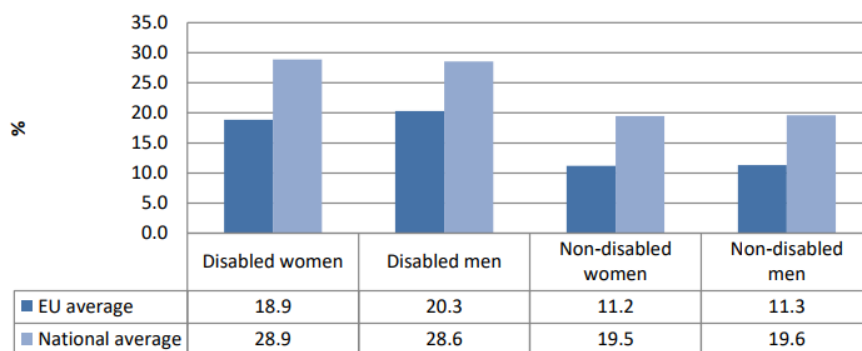
Appendix 19: Representation of the International Classification of Functioning, Disability and Health



Source: EUSILC UDB 2014 – version 2 of August 2016

Appendix 20: Most Recent Unemployment Data, aged 20-64

Table 6 from European Semester 2016/2017 country fiche on disability – Portugal.



Source:

UDB 2014 – version 2 of August 2016

EUSILC

Appendix 21: Problems Tackled by the P2P

Problems		Why address it?
Main Problem	Low self-confidence, motivation and resilience of pwd	<ul style="list-style-type: none"> → According to ICF's diagnosis, people with disabilities struggle to recognize their own capabilities → It decreases predisposition to work → It enables the exclusion from the job market of people who are able to work and who could bring a positive contribution to companies⁸⁹
Adjacent Problem 1	Companies' difficulty in recognizing candidates' capabilities	<ul style="list-style-type: none"> → Failing to properly recognize capabilities inhibits a proper allocation to the job positions, which prevents a correct integration, as often the candidates do not have the needed interest or capabilities for the positions, as a study conducted by MSSS also shows⁹⁰ → There is no general way of understanding the limitations of disabled people, as <i>Atestado Médico de Incapacidade Multiuso</i> only determines the degree of incapability → Often it is assumed that someone with a certain disability is only fit for particular positions, but disability itself is not a limitation for the performance of an activity⁹¹ → To provide inputs for the HR4I, which is the second step of the overall process as it will tackle the inappropriate integration of the person after being hired
Adjacent Problem 2	Society unawareness of the problem	<ul style="list-style-type: none"> → Part of ICF's mission is to create awareness → Often there are people who feel uncomfortable when having to deal with people with disabilities → As ICF is part of a university, it is beneficial to include its stakeholders, namely the students, who may be the future colleagues or bosses of a person with disabilities

Source: Developed by the author of the thesis

Appendix 22: Benefits for companies who hire people with disabilities

- Internships – Government provides between 80 to 95% of the total remuneration according to the company type and size
- CEI and CEI+ – where there could be a total contribution by the Government

⁸⁹ Owen, J. (2012, May 12). The benefits of disability in the workplace. Retrieved from <https://www.forbes.com/sites/judyowen/2012/05/12/a-cost-benefit-analysis-of-disability-in-the-workplace/#1d68b8273501>

⁹⁰ See appendix 23

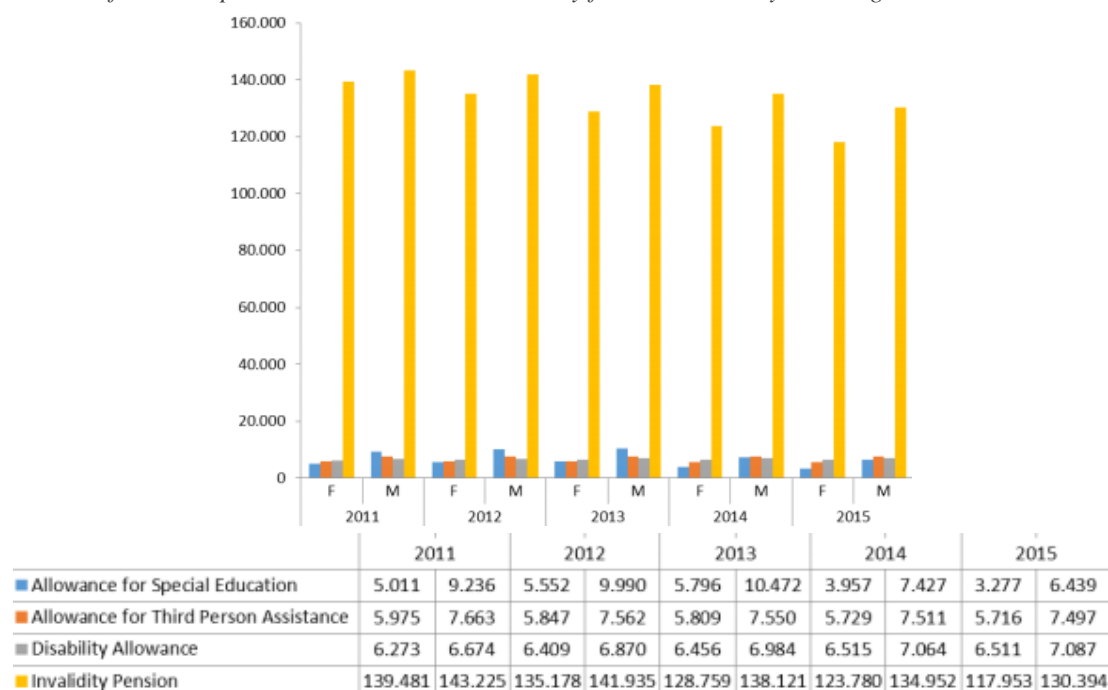
⁹¹ ACAPO. (n.d.). Que profissões podem ser desempenhadas por pessoas com deficiência visual? Retrieved from <http://www.acapo.pt/deficiencia-visual/perguntas-e-respostas/emprego>

- Employment contract supported for employers - financial support for expenditures on payments and contributions to social security, varying according to the working capacity of the disabled person.
- *Estímulo Emprego* – Support of 100% of IAS or 1,1*IAS
- Adaptation of workstations and elimination of architectural barriers – until 50% of the investment, translating into a maximum of 16*IAS (only for buildings built before (8th February 2007))
- Merit Award – 18/14/10*IAS
- Reduction of the contribution tax to half (11.9%)

Source: Associação Salvador. (2015). *O talento não tem limites*. Retrieved from https://www.associacaosalvador.com/xms/files/Emprego/Brochura_informativa_Associacao_Salvador_-_Emprego.pdf

Appendix 23: Number of Beneficiaries by Benefit Type and Gender (2011-2015)

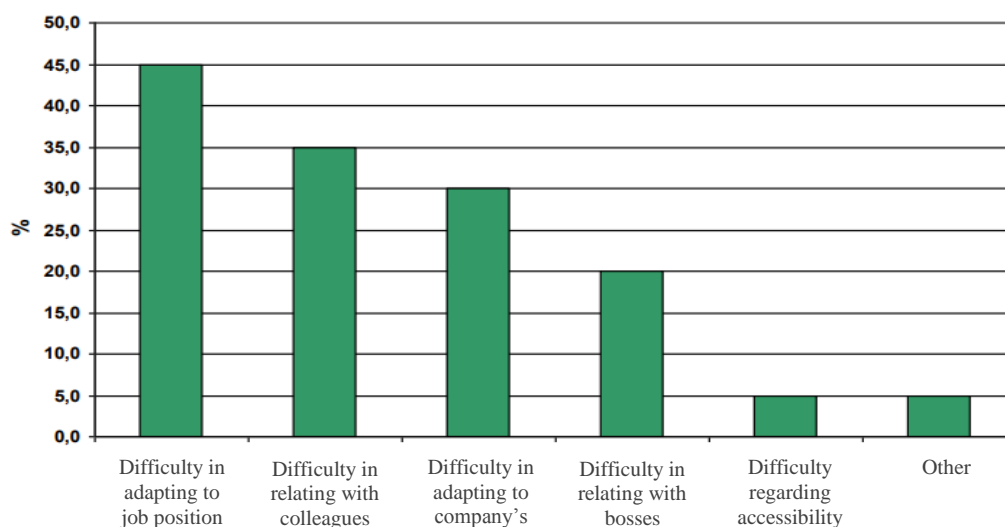
Table 27 from European Semester 2016/2017 country fiche on disability – Portugal.



Source: Estatísticas de Segurança Social

Tables Used: Pensões de Invalidez, Velhice e Sobrevivência: Dados Anuais Pensões 2001_a_2015; and Prestações Familiares, Dados Anuais Prestações Familiares 2005_a_2015

Appendix 24: Main Obstacles to the Integration of People with Disabilities in Companies
 Table 16 from *O Emprego das Pessoas com Deficiências ou Incapacidade – Uma abordagem pela igualdade de oportunidades* by Ministério da Solidariedade e da Segurança Social.



Source: GEP/Marktest, 2009

Appendix 25: Social Institutions for People with Disabilities in Lisbon



Source: Sector 3 – Directório

Appendix 26: Peer2Peer Logic Model – Resources → Activities → Outputs

RESOURCES		ACTIVITIES		OUTPUTS				
Essential	x candidates	Peer2Peer Sessions	Kick-off sessions	Candidates Kick-off	Management of Expectations			
	x students			Students Kick-off	Clarified Doubts			
	Nova SBE Career Services Staff		Group sessions	Presentation session and pair formation	Work developed throughout the sessions	Identified capabilities, interests and ambitions		
	1 technician from each social					Tips on how to "tell their own story"		
	1 Project Manager			Workshops		Tips on how to behave on interviews		
	Physical space for the sessions					Constant constructive feedback		
	Guidelines (for the project and for each session)		Final presentation	Final presentation of each candidate				
	Templates (CV + CC1)			Path developed together	Formed group and pairs	Sharing of experiences	Getting to know a new reality	
Secondary	1 person with a close relationship with a disabled person	One on One sessions	Mix of 2 different realities					
						1 psychologist to guide the students		
	1 Motivational speaker (teacher)	Mock interviews	Participation on a mock interview conducted by an HR company					
	HR Consultants		Final Documents	CV (template Peer2Peer)	Simplified process for HR companies			
				Certificate of Capabilities				

Source: ICF

Appendix 27: Peer2Peer Logic Model – Outputs → Outcomes

OUTPUTS				OUTCOMES			
Management of Expectations				Calmed participants with expectations aligned with P2P			> Motivation
Clarified Doubts				Sense of belonging to a group			
Work developed throughout the sessions	Identified capabilities, interests and ambitions			> Self knowledge	Better preparation for the job market	> Confidence to search for a job	
	Tips on how to "tell their own story"				Recognition of own unexpected capabilities	> Self confidence	
	Tips on how to behave on interviews						
	Constant construtive feedback						
Final presentation of each candidate			Personal overcoming				
Path developed together	Formed group and pairs	Sharing of experiences	Getting to know a new reality	Friendships created	Sense of belonging and inclusion		> Inclusion
					Candidates feel more supported		
					All participants learn how to deal with others who are different		
		Horizon broadening		Candidates reconsider new alternatives for their future		> Adaptation, > Adjustment to life project and < Risk of bad integration	
				Students recognize the value and capabilities of PWD			
				Recognition of unexpected capabilities on their peers			
		New perception of a world which is not theirs		Candidates recognize unexpected limitations on their peers		Candidates recognize that nondisabled people also have limitations	Performance/Personal enrichment
				Students put their lives in perspective			
				Learn to value each life more			
Participation on a mock interview conducted by an HR company				Better exposure of students and candidates to the job market		> Sucessful match and integration	< Risk of bad integration
Final Documents	CV (template Peer2Peer)	Simplified process for HR companies	Optimization of the HR companies work		> Process efficiency and > Scaling possibility		

Source: ICF

Appendix 28: Peer2Peer Stakeholders Analysis

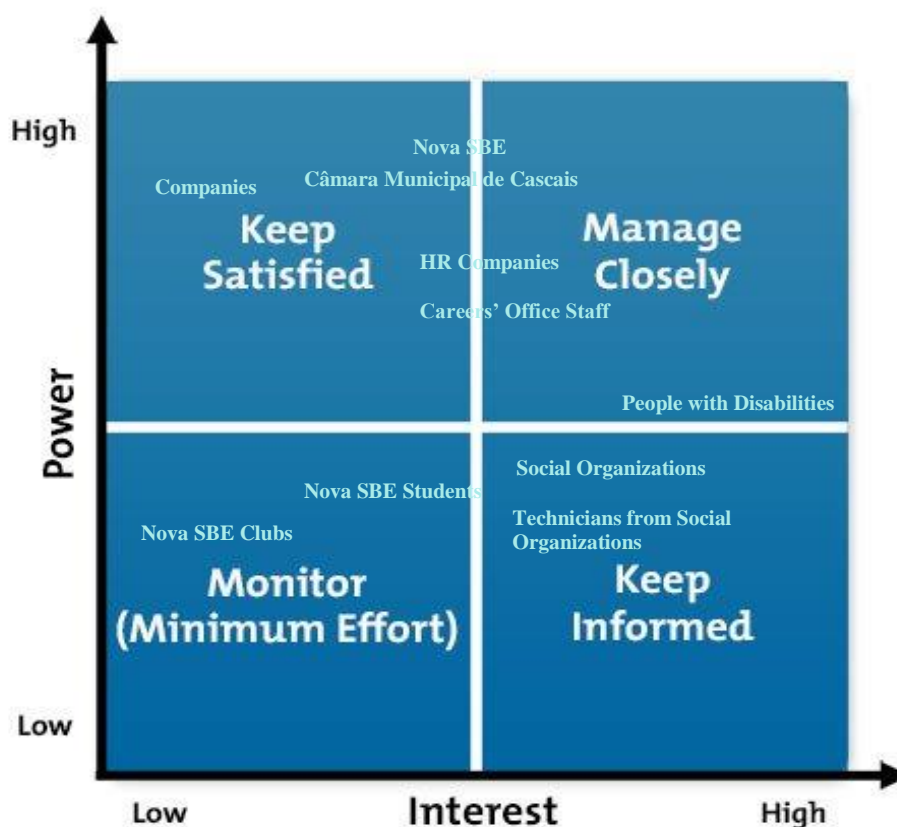
Stakeholders	Role in the Project	Advantages (to P2P)	Benefits (to stakeholders)	Requirements/ Problems/Other
Inclusive Community Forum	To develop and monitor the whole project, to mediate the relationships among different stakeholders, to guarantee the resources and partnerships needed			
People with Disabilities (looking for a 1st job)	Main beneficiaries, to provide a different perspective of the world to the student	Being able to provide a solution to a problem this agent suffers from and having them benefiting from the implementation of the project as well as providing	The possibility of creating a strong relationship with a person they did not know before, having access to tips and training for a better preparation to enter the job market and obtaining a certificate with their capabilities	To be present and engage in all proposed activities, to have or to be opened to develop the will to find a job, to be opened to new experiences and to the development of other capabilities and skills, to be opened to develop a relationship with a student
Câmara Municipal de Cascais	To provide rooms for the workshops and contacts from institutions	Having a powerful player from the area on board	Having a more inclusive community and being an active contributor to it	
Nova SBE	To provide the necessary resources, such as partnering companies contacts, students, professor, and so on, as well as assisting the development of the initiatives	Having a resourceful player on board	Being an active contributor to a more inclusive community and having its members (staff, professors, students) being part of it	
Margarida CC	To ensure the project is implemented	Proper coordination among stakeholders and proper planning		
CERCICA	To get ICF to know potential people with disabilities interested in being part of the project, to help on the understanding of the problem, to provide knowledge regarding the necessities of the people with disabilities they chose to provide technicians who may help throughout the project	Having a credible agent who has expertise in the field, who knows people with disabilities and who may help to validate the certificate of capabilities	To have assistance on a problem they have been already tackling, which is not solved yet	
BIPP - SEMEAR				
CADIn				
Novamente				
APSA				
Associação Salvador				If they have someone from Cascais for the pilot
HR Company (Randstad and Argo)	To develop the content of the workshops and to conduct them, to prepare the job seekers for job interviews, to assist the development of the certificate of capabilities	Being able to better prepare people with disabilities for the job market, as it is dealt by a company with expertise in the field	To be in touch with potential clients, to advertise their company, to obtain more expertise on an often unexplored field	Initially, services should not be charged
Technicians from the social institutions	To provide assistance and feedback to students on how to deal with people with disabilities, as many people are not yet comfortable to do so and to meet the students and guide them in the middle of the project	Having experienced people sharing their knowledge with the involved parties and to avoid relational problems between the peers		From the institutions
People with Disabilities (already employed)	To share their experience throughout the project	Have an input from people who were in the same situation as the peers, which can be an inspiration for people with disabilities	Being able to share their experience with others and being able to inspire and help others	Not crucial for the beginning of the project
Nova SBE Students	Either being peers/volunteers of the project or providing assistance in the development and implementation of the project As peers, they should develop a close relationship with the person with disabilities they will	Shaping future leaders' minds in a way that they are aware of the need of hiring people with disabilities and having motivated people accompanying the job	Being able to help others in achieving their objectives and obtaining a different perspective of the world by becoming aware of a societal problem, as well as being	Commitment may constitute a problem. Volunteers may already be people who are opened to inclusion or to social problems

	accompany, assist them on the development of the certificate of capabilities, motivate the people with disabilities, assist them on the development of technical competencies related to their preparation to enter the job market	seekers throughout the project	able to establish a relationship with someone they did not know before and developing capabilities in terms of interaction with people with disabilities. Overall being able to contribute to a more inclusive society	Benefits were considered. However, it was realized that this would not imply an emotional commitment and might even cause a negative impact as it would undermine the true value and focus of the project
Pedro Castro	To help in the development of the communication of the project to students and helping to reach Nova SBE Clubs	To understand the channels through which the project should be communicated to students, to whom it should be communicated and to understand what students are interested in and their motivations to be part of the project	Being part of a project, which has a positive impact on society	
Nova SBE Clubs	To communicate the project to their members	Having access to people who are opened to be part of something besides university classes, while not necessarily being aware of the need of including people with disabilities	Contributing to the success of a project, which has a positive impact on society	
Nova SBE Professors	Rita Campos e Cunha: To provide assistance on the development of content for preparing the job seekers to access the job market, in terms of communication skills, being disciplined, being part of a team, among others, as well as determining which factors should be included on the certificate of capabilities Clara Costa Duarte: To develop a training session for students, aiming at motivating them and teaching them how to play the role of a peer of a person with disabilities. Miguel Pina e Cunha: Project's kick-off session regarding motivation to enter the job market	Having a structured content to present to people with disabilities who will be part of the project, in order to better prepare them for their eventual future job. Having students better prepared to deal with people with disabilities and to assist them throughout the project. Having both students and job seekers more motivated for the project, along with adequate expectations for it.	Contributing to the success of a project, which has a positive impact on society	
Nova SBE Staff	Marta Pereira and Joana Rodrigues: To develop a training session for students, aiming at motivating them and teaching them how to play the role of a peer of a person with disabilities. Edite: Providing support to students throughout the project	Guidance and support to students	Contributing to the success of a project, which has a positive impact on society	
Mariana FC	Development of a strategic plan for the project	Analysis of the context of the problem, of the pilot and of the possibilities of scaling	Being part of a project, which has a positive impact on society	
Board of Directors	Guiding the project, though validating ideas and proposing changes	Having a more structured and scrutinized project		
Companies	At an initial phase, to be interviewed by ICF regarding their obstacles when hiring people with disabilities		Indirectly benefit from having better prepared and more confident candidates, as well as	Not an active player in the project, but benefits from the project and actively

			having easier access to knowledge regarding the capabilities of people with disabilities in order to find better matches for the job positions	intervenes in other ICF projects
--	--	--	--	----------------------------------

Source: Developed by the author of the thesis

Appendix 29: Stakeholders' Matrix



Appendix 30: SWOT matrix

Adapted from Winer, 2006

	Helpful to achieving the objective	Harmful to achieving the objective
Internal (attributes of the organisation)	Strengths	Weaknesses
External (attributes of the environment)	Opportunities	Threats

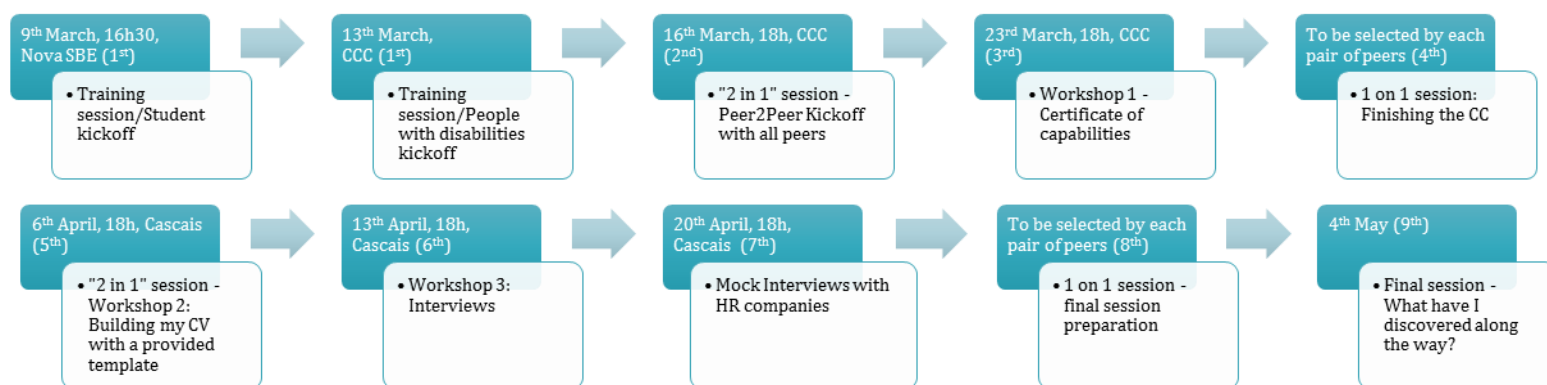
Source: Hay, G. J., & Castilla, G. (n.d.). *Object-based image analysis: Strengths, weaknesses, opportunities and threats (swot)*.

Retrieved from http://www.isprs.org/proceedings/xxxvi/4-c42/Papers/OBIA2006_Hay_Castilla.pdf

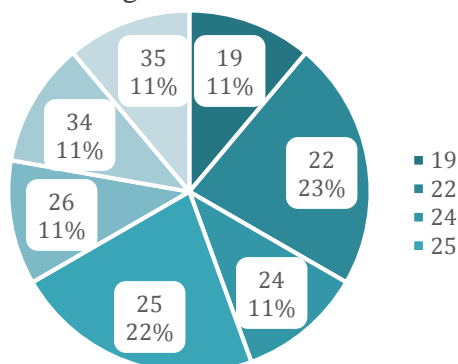
Appendix 31: What is Going to be Tested with the Pilot

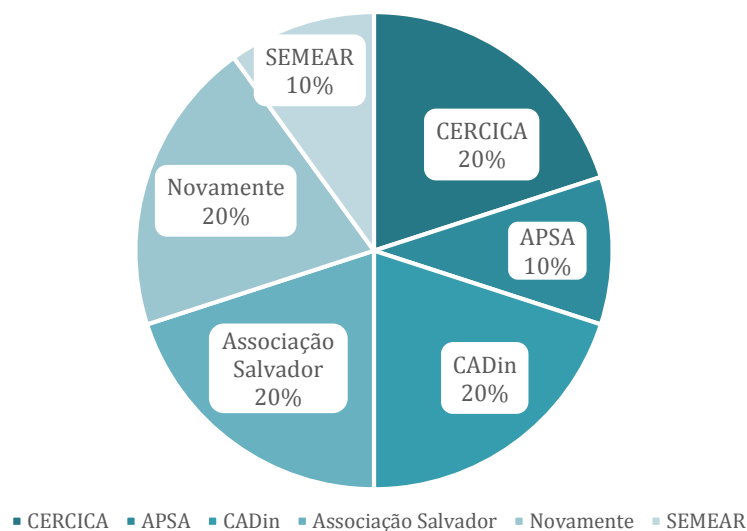
- Is the problem of lack of motivation, resilience and self-confidence confirmed?
- Do students have the capability of stimulating, motivating and assisting the development of capabilities needed for the job market?
- Does the person with disabilities feel more motivated and prepared to enter the job market?
- Does the person with disabilities recognize his/her capabilities?
- Does the person with disabilities feel more included for being part of the project?
- Is there adherence from the students to the project?
- Do the students recognize unexpected capabilities in the people with disabilities?
- Are the students satisfied with being part of the project?
- Do the students have the required availability for the project?
- Does the structure of the project (workshops and one on one sessions) make sense?
- Are the profiles of students and people with disabilities adequate?
- Would it be beneficial if the student accompanied more than one person with disabilities at the same time?

Appendix 32: Pilot Sessions Schedule

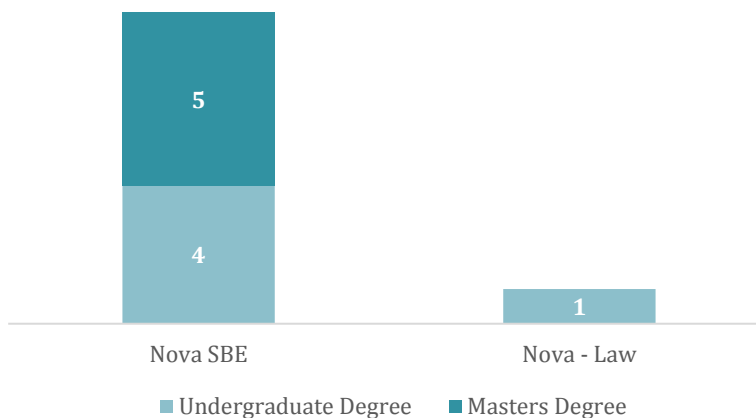


Appendix 33: Peers with Disabilities' Ages

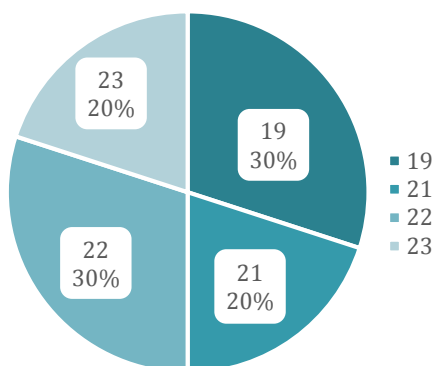


Appendix 34: Peers with Disabilities Organized by Their Social Organizations**Appendix 35:** Peers' Match

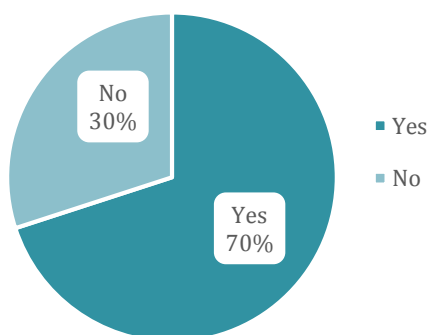
Students	People with disabilities
Madalena	Maria Inês
Mariana	José Maria
Francisco	Filipa
Francisca Moreira da Fonseca	Rodrigo
Raquel	José
Margarida Vigário	Frederico
Carolina	Sérgio
Margarida Montanha Rebelo	Parth
Francisca Serrão	André
Filipa	Nuno

Appendix 36: Students Universities

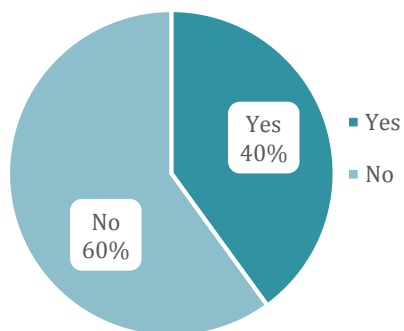
Appendix 37: Students Ages



Appendix 38: Students Previous Experience with a Person with Disabilities



Appendix 39: Students Who Were Close to a Person with Disabilities



Appendix 40: ICF's Projects process – Peer2Peer and HR4Inclusion



Source: ICF Presentation

Appendix 41: Information Gathered from Feedback Session with the Peers with Disability

FACTS:

- The majority of the disabled peers did not know exactly of what the project consisted, as the information was not completely provided to them. Some were told that they would be in contact with university students who would help them somehow related to the job market.
- It was not that easy for the candidates to recognize that they also helped their students, although some recognize that they were able to provide them with a different perspective of life and that they were an example, especially in what concerns their resilience and persistence.
- Overall, the peers' expectations after the project are to obtain a job

EVALUATION OF THE PROJECT COMPONENTS:

- The motivational speech provided by Professor Miguel Alves Martins in the first session was very appreciated
- The one on one sessions are crucial, as peers feel more comfortable to talk, especially regarding personal things. These sessions allowed the relationships to be deepened.
- The Certificate of Capabilities was not recognized as a huge positive aspect. However, the path that led to its composition was crucial and extremely positive, as it helped them to better know who they truly are

OUTLINED POSITIVE ASPECTS OF THE PROJECT:

- The developed relationships were definitely the major advantage of the project
- The interviews were also considered an amazing feature, especially due to:
 - Being conducted under an informal and relaxed context
 - Being long, instead of 5 to 10 minutes as they had already experienced before

- Being provided feedback, both by their peers who were beside them during the interview and by the interviewer
- The session in which tips regarding behaviour in interviews were provided, as it was very practical
- The group work
- The final presentation, due to:
 - Overcoming an obstacle
 - Helping to organize and systematize all the information generated throughout the project (*i.e.* goals, capabilities, etc.)
- Even though most peers already had a CV, the majority considered a positive aspect of the project, as the structure and presentation were good
- Recognition of capabilities and discovering new things about themselves

OUTLINED ASPECTS TO KEEP:

- The total number of peers per edition of the project (20 people)
- The frequency of the sessions (once a week)

OTHER PROVIDED SUGGESTIONS:

- To invite disabled people who had difficulty entering the job market but who are now successful in their jobs
- Longer duration of the project (> 2 months)
- More interaction between pairs
- More informational sessions (*i.e.* with workers from different areas, or companies' representatives to explain the companies activities, etc.)
- To advertise the project better:
 - To reach more people who might be interested in being part of the project
 - For people to understand better what the project is
- To have testimonials in the next edition of the project from peers from this first edition, to explain what the project meant to them when they were part of it

Source: Developed by the author of this thesis

Appendix 42: Disabled Peers' Answer to Question "What did P2P bring me?"

Maria Inês:

- Improved my self-knowledge
- Allowed me to meet my peer
- The mock interview was better than I expected and allowed me to be less nervous

Nuno:

- Provided me with new experiences
- Allowed me to meet my peer
- "Forced" me to look at myself and identify my strengths and weaknesses

Fred:

- A more appealing CV

- The Certificate of Capabilities (CC)
- Allowed me to meet my peer and the rest of the group

Zé:

- A more appealing CV
- To focus on my capabilities

Filipa:

- Allowed me to meet all peers
- Allowed me to get to know a different reality

André:

- Learned some new things
- Helped me focus on my weaknesses

Sérgio:

- Allowed me to meet my peer
- Learned some new things
- Prepared me for the obstacles I will face in the job market
- Understood my weaknesses and what I should improve
- Understood what I need to know about behaving at an interview

Parth:

- Allowed me to meet new people
- Allowed me to better prepare for the job market
- Did some interesting tasks

Rodrigo:

- Helped me to develop my social skills and to work as a team
- Allowed me to overcome a challenge, namely the final presentation, which is something I have difficulty with

Appendix 43: Students' Answer to Question "What did P2P bring me?"

Madalena:

- Allowed me to meet my peer and the rest of the group
- Allowed me to reconsider my future
- Helped to be more resilient

Filipa:

- Allowed me to meet all peers
- A better vision of what my future will be in the next years and of the job market
- Na interview in a less formal context, which allowed me to practice and improve my weaknesses

Margarida:

- Allowed me to meet my peer and the rest of the group
- Had an influence on the way I perceive myself
- Had a new perspective about the limitations, which are not limiting after all

Raquel:

- Allowed me to meet my peer and work with him
- Allowed me to reconsider my goals and what I can do in the future
- Allowed me to think about my story and realize the capabilities I developed through the things I lived

Francisco:

- Learned how to tell my story, reconsider goals and objectives
- Gave me a new perspective about how I perceive my disabilities, which should not limit us but should provide the will of overcoming ourselves

Mariana:

- Allowed me to meet my peer
- Allowed me to stop and think about my capabilities and goals
- Allowed me to understand that we all are afraid, but we try to overcome it

Francisca Serrão:

- Allowed me to meet my peer
- Allowed me to think about my story and realize the capabilities I developed through the things I lived

Carolina:

- It was important to think about ourselves and the way we are and to identify capabilities
- It was important to connect my capabilities with my story

Margarida MR:

- To prepare me for the job market, while working with people with capabilities different from mine, and realize what we can learn from them
- To think about my capabilities

Francisca:

- Allowed me to meet my peer and the rest of the group
 - Improving my knowledge about my capabilities
-

Appendix 44: Example of a Filled CC

CERTIFICADO DE CAPACIDADES	
Nome: <input type="text"/>	
E-mail: <input type="text"/>	
Contacto Telefónico: <input type="text"/>	
CAPACIDADES 	
COMPORTAMENTAIS	EXPERIÊNCIAS
Comprometido	Estágio na Cercica e numerosas actividades extra
Com vontade de aprender/ motivado	Estágios na Creche e Cercica
Reconhecimento de algumas limitações	Peer2Peer
Sociável + comunicativo + simpático + educado	Actividades extracurriculares e Peer2Peer
Trabalho em equipa	Desportos e estágio na Cercica
Sensível + pacífico + empático	Actividades extracurriculares e gosto pelos animais
Sincero + humilde	Peer2Peer
TÉCNICAS	EXPERIÊNCIAS
Curso profissional de viveirista	Formação tecnológica e base
Capacidades básicas e alguns programas do Mi	Curso de informática
Jardinagem (repicagem, sementeira, poda)	Estágio na Cercica
Cuidado de pessoas com multideficiência	Estágio com Escola da Alapraia
Apetência e competências com cães e outros	Passeios nos tempos livres
INTERESSES/GOSTOS 	METAS/OBJECTIVOS 
Trabalho ao ar livre	Arranjar trabalho
Animais	Ser independente
Pessoas e comunicação	Treinar o ritmo de trabalho
Desporto	
Restauração e reposição	
Idiomas	

Appendix 45: Individual Feedback from Some Students About the Peer2Peer

Margarida (Mana):

- For me:

- I really enjoyed taking part in the Peer2Peer, getting to know Parth, and spending time with people with different capabilities from mine, which maybe before I would not pay attention to.
- By identifying such simple capabilities in our peers, we begin to value them in ourselves too. The victories for disabled people are very different from ours, which makes them value things more than we (non-disabled people) do.
- They are really focused on their objectives and really work to obtain them.
- They have a very clear notion of their reality, which often we lack. They perceive better what they can or cannot do.
- It allows the creation of improbable friendships and makes us see things with a different perspective
- The needed reciprocity was hard as my peer did not ask many things about me
- The development of a normal relationship with a person without disabilities who does not feel superior to them is important to them, who do not feel more limited, because what us (students) were trying to see in them was beyond their disabilities. Making them realize they can also have relationships with non-disabled people.

- For Parth:

- He really enjoyed the project, I just do not know if he enjoyed the social part more than all the project represents.
 - He was very young, therefore obtaining a long-term is still a distant goal
- The development of the CC was difficult, as I felt there was a lot of information missing since I still do not know Parth that well. Therefore, I do not know if I did not include capabilities that were important to include, that I was not able to see, as there is not a lot of too evident information that clearly justifies the ones I identified, even though I tried very hard to understand them. I might have been reductive on the capabilities I identified due to the lack of information. I do not know if the activities should be different or if the project should last a bit longer. But I feel that the CC I wrote does not do justice to the person Parth is. And I feel that it will not allow him to stand out among other candidates to job positions.

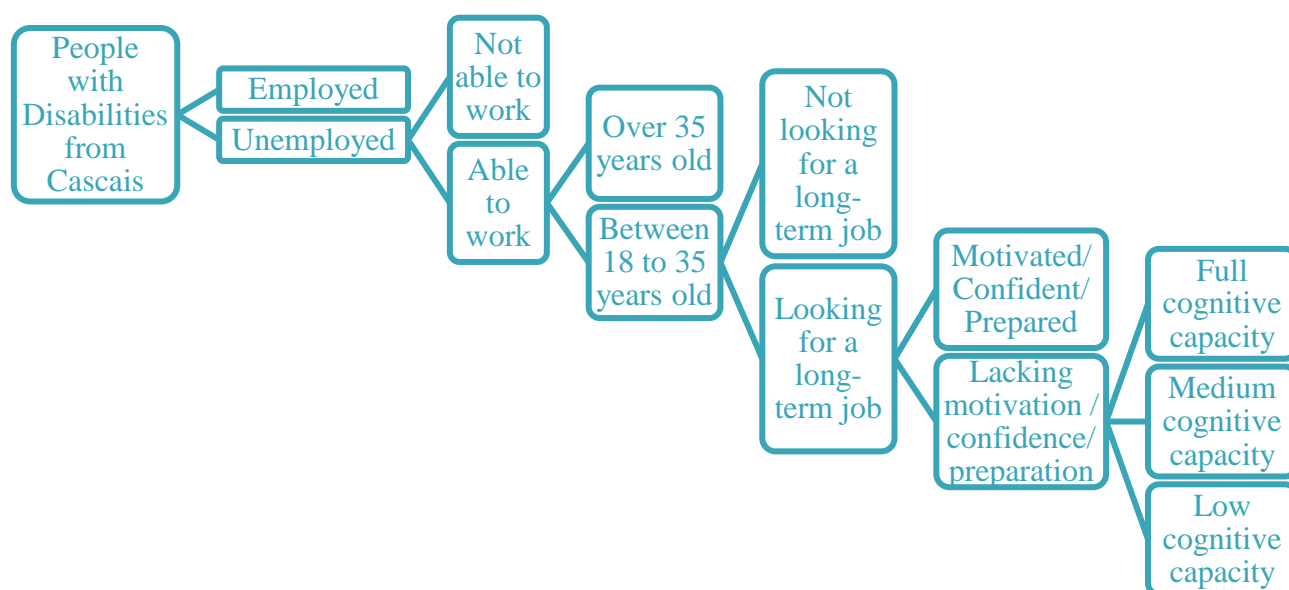
Madalena:

- It was very good to work with someone with cerebral paralysis in order to break a few barriers I had when relating with people with disabilities, for instance, I had no idea that there were disabled people who were able to have a normal job (according to their capabilities). It was important to realize that they have many capabilities and that is very important for them to acquire a job.
- The friendship built was a very important point of the project, as well as identifying many commonalities.
- When developing the CC, it went very well in my case, even though I know some pairs in which it was not as easy, due to the fact that some disabled peers did not have the capability to decentre from themselves and look at their peers. My peer was very communicative and hardworking, so she had been in many workshops, she was doing an internship, which made it easier to understand her capabilities from those experiences. When developing my own CC,

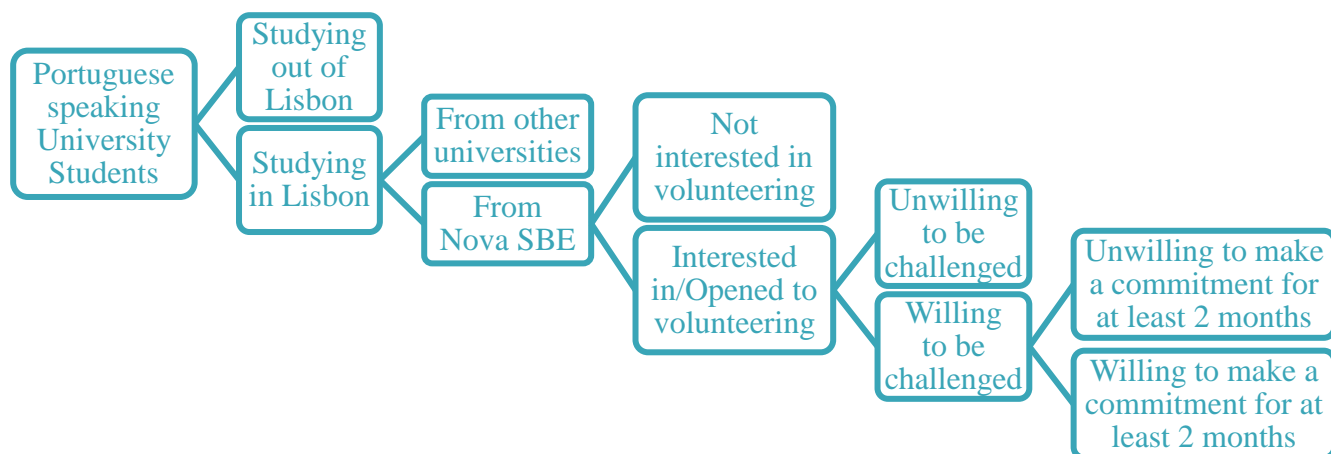
it was very beneficial to do it since my peer really wanted to help me develop it and since I was in a stage of my life in which I really wanted to understand better who I was and where I would fit. And it allowed me to obtain some answers.

- When setting the goals, it was very good to hear the other students saying their own goals and realizing they are related to mine, and it made me rethink my objectives in life.
- The project becomes even more crucial due to the fact that the students may be future leaders of companies and organizations. Even though, the value added by P2P now may not be obvious, because of the current mindset of companies, maybe when we get to leading positions or positions in which our opinion really matters for the decisions taken, that is when the P2P will actually add value, as we will remember the impact the project had in these people's lives, even if the impact, for now, was just getting to know other people, with no apparent disabilities, but with other kinds of them, such as emotional ones. So, in total, with the pilot, we will be 10 people spread through different companies, who will have a different perspective when deciding who to hire and what to focus on. So, maybe the impact will not be for Maria Inês (Madalena's peer), but it will be for the ones who might come after her.
- The mock interview was very important for my peer.

Appendix 46: Segmentation of Portuguese People with Disabilities










Source: Developed by the author of this thesis

Appendix 47: Segmentation of Portuguese University Students

Source: Developed by the author of this thesis

Appendix 48: Business Model Canvas for the Peer2Peer

Key Partners  <ul style="list-style-type: none"> → Municipality of Cascais, which provides contacts and Social Institutions either located in Cascais or with beneficiaries from Cascais, which provide knowledge and contacts of people with disabilities → Nova SBE → HR Companies (not a priority but they add value in they are part of the project) 	Key Activities  <ul style="list-style-type: none"> → Sessions with the students and people with disabilities guided by ICF operational team or staff from Nova SBE → Development of a CV and a Certificate of Capabilities 	Value Propositions  <p>“To increase predisposition of people with disabilities to work, through a program of preparation for the job market, lived along with university students”</p>		Customer Relationships  <p>The peers with disability expect the project coordinators to help them succeed in their search for a job and the students expect the project coordinators to support them throughout the whole project</p>	Customer Segments  <ul style="list-style-type: none"> → Young people with disabilities and their families → Social Institutions, which obtain help in solving a problem they have been facing → University students, who get in touch with a new reality → Municipality of Cascais, which is interested in inclusion Society, which becomes more inclusive → Companies, which now can benefit from having resilient candidates
Cost Structure  <p>All resources come from the established partnerships, which means there are no significant costs to declare</p>		Revenue Streams  <p>There are no revenue streams, as the main beneficiaries are people with disabilities, who often have lower financial resources</p>			

Appendix 49: Example of a Possible Survey for the Selection of Peers with Disabilities

1. Does this person have a disability?
 2. Is he/she between 18 to 35 years old?
 3. Is he/she looking for a long-term job?
 4. Is he/she confident in the search for a long-term job?
 5. Is he/she prepared to seek and obtain a long-term job?
-

Appendix 50: Suggestion for Sequence of Weekly Sessions for the P2P

1. Kick off Session:

To align expectations and roles in the project (i.e. both the students and the candidates are benefiting from the project), clarify doubts, create a sense of belonging to a group.

- Students
- Candidates

2. GROUP

First Session with All Peers

To introduce all involved people, to form the pairs, to have a first talk among pairs (introducing themselves and their expectations for the project)

Suggestion: to have two peers from a previous edition sharing what the project meant to them and what they recommend the peers to expect from it

3. IN PAIRS

To get to know each other better and introduce themselves with more details

4. GROUP

What's his story?

To have a testimonial of a person with disabilities who struggled to enter the job market but who eventually managed to succeed.

To start thinking about their story and sharing it with their peers

5. IN PAIRS

What's my story?

To share and write the story of each peer with all moments identified as crucial for the construction of that peer's personality

6. STUDENTS

Feedback session to make them feel accompanied, to increase the sense of belonging to a group, to foster experience sharing among them and to understand what can be improved in the project

7. CANDIDATES

Feedback session to make them feel accompanied, to increase the sense of belonging to a group, to foster experience sharing among them and to understand what can be improved in the project

8. GROUP

What's your story?

Two pairs should get together and each peer should tell their story (or part of it, if he/she does not want to share some personal parts). The pairs should switch until each pair of peers has been with all other pairs.

9. GROUP**CV Building**

For the peers to build (or rebuild) their CVs among pairs with the help of the Careers Office staff

10. IN PAIRS

To finish the CVs and to go through it explaining each of the stated experiences and competencies

11. GROUP**Opportunities:**

To have someone knowledgeable to talk about the different jobs that exist for the different capabilities (without being too restrictive in the types of jobs presented, so that they are free in deciding their path) and to present inclusive companies.

Potential sharing with the group of dream jobs.

12. IN PAIRS

To discuss the content discussed in the previous session and to understand potential dreams and aspirations and their origin (e.g. someone told them they could be good at it, or it is their area of study)

13. STUDENTS

Feedback session to make them feel accompanied, to increase the sense of belonging to a group, to foster experience sharing among them and to understand what can be improved in the project

14. CANDIDATES

Feedback session to make them feel accompanied, to increase the sense of belonging to a group, to foster experience sharing among them and to understand what can be improved in the project

15. GROUP**Goal Setting Testimonial:**

To listen to a person who established clear goals and pursued them.

To share difficulties encountered when setting goals and difficulties felt in achieving them

16. IN PAIRS**What's next?**

To establish concrete and reasonable goals and to potentially set deadlines for accomplishing them

17. GROUP**Identification of Capabilities**

To explain the purpose of the CC and to provide a method for recognizing capabilities. To start identifying the capabilities among pairs.

18. IN PAIRS**CC Building**

To build the CC with the identified capabilities

19. GROUP**CC and CV Feedback**

Two pairs should get together and look at each peer's CV and CC and understand how it was built and provide feedback (what should be kept and what can be improved)

20. GROUP

How to behave in interviews?

To provide tips and things to avoid during interviews and to clarify eventual doubts anyone has

21. IN PAIRS

To practice for the mock interview

22. MOCK INTERVIEWS

To practice for an interview having in mind the goals of each peer and to provide feedback for improvement

23. GROUP

CC and CV Revision

To check if the CC and CV are complete and according to the jobs they would like to apply to, among each pair with the help of Careers' Office staff if needed

24. IN PAIRS

Final Presentation Preparation

To discuss what each will present on the last session and to practice for it

25. GROUP

Final Presentation:

Final challenge, where all peers should present themselves, their capabilities and goals, and should share what the project meant to them, both benefits and difficulties.

26. Feedback Session:

To share project's advantages and disadvantages, challenges and possible ways to improve

- Students
- Candidates